

# Elementary English

*A Magazine of the Language Arts*

OCTOBER, 1961

READING

•  
WRITING

•  
SPEAKING

•  
LISTENING

•  
SPELLING

•  
ENGLISH USAGE

•  
CHILDREN'S BOOKS

•  
RADIO AND  
TELEVISION

•  
AUDIO-VISUAL AIDS

•  
POETRY

•  
CREATIVE  
WRITING

SCOTT O'DELL, NEWBERRY WINNER

ENRICHING SPELLING LESSONS

LANGUAGE ARTS RESEARCH: 1960

TEACHING MACHINES



From *Island of the Blue Dolphins*  
by Scott O'Dell. (See p. 373)

*Organ of the National Council  
of Teachers of English*

# Elementary ENGLISH

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# ELEMENTARY ENGLISH

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VALERIE BEARDWOOD<sup>1</sup>

## Scott O'Dell and *Island of the Blue Dolphins*



Scott O'Dell

When the telephone rang in the picturesque stone house high in the mountains in the small mining town of Julian, California, Mr. Scott O'Dell not only heard it, he felt it in his stomach. This was the day

<sup>1</sup>Mrs. Beardwood is co-author of a juvenile biography on John Muir, *Trails of His Own*, to be published this fall by Longmans, Green and Company.

the name of the Newberry Medal winner was to be announced.

For several weeks Mr. O'Dell had been suffering a writer's block. He was under contract for one book and had go-aheads from publishers for two others, but nothing seemed to be going right. And as he tried to work this particular day, he kept wondering what was wrong . . . was it the material or the writer.

Called to the phone by his wife, Dorsa, he was surprised speechless by what he heard. The Children's Services Division of the American Library Association was in unanimous agreement that *Island of the Blue Dolphins* (Houghton Mifflin) was their choice for the "most distinguished contribution to American Literature for children" published in 1960.

When the excitement had quieted down a little and Mr. O'Dell was again able to look around him and realize what the honor meant to him, he suddenly knew the reason behind the block he had been fighting . . . the manuscript he had been working on was something he didn't really want to do. When writing *Island of the Blue Dolphins* he was swept along by the idea and had put himself into the story so completely that the reader is affected too, making the book a vivid exciting experience for everyone. He felt then, even more than before, that writing for children is one of the most worthwhile things a writer can do, and that

he would never again try to write something he couldn't believe in as he had this book.

Mr. O'Dell has been writing for adults for many years and several times during those years he had come across the fragmentary story of the lost woman of San Nicholas Island (Island of the Blue Dolphins). Involved in other writing projects with his main interest in historical novels, he stored the information away in the secret places where writers put these things, for later use. There it remained, growing a little with the author, out of sight but never quite out of mind. It was a story he was going to write . . . some day.

Then one evening a writer friend began to talk about the story. "Wouldn't that make a wonderful book for children?" she asked. "Yes," he quickly agreed, "I think it would make a marvelous juvenile. In fact I've been working on it." All it took was a little more enthusiastic discussion and the spark was lighted.

Once begun the book almost wrote itself. Mr. O'Dell's own knowledge of the Channel Islands of California from years of fishing and boating, combined with information gathered at the Southwest Museum and San Diego Museum of Man in Los Angeles formed the basis of the story. Experience and observation of a lifetime rounded it out.

"I remember the day the Aleut ship came to our island. At first it seemed like a small shell afloat on the sea. Then it grew larger and was a gull with folded wings. At last in the rising sun it became what it really was . . . a red ship with two red sails." With almost poetry and a simple compelling prose the story moves along like a sailboat in a good brisk wind.

As a violin virtuoso takes advantage of his knowledge of his instrument making it all look easy, Mr. O'Dell has chosen his language as though he had not chosen.

From the first page of *Island of the Blue Dolphins* when the twelve year old Indian girl Karana sees something she has never seen before, "a small shell afloat on the sea," the reader is there, too, seeing things as she did and "feeling the pain" that came to her throat because the large eyes of the wounded otter were "gay and sad also." The reader, too, becomes a part of life and



beauty and hardship on an island far away from anything he has ever experienced or is ever likely to know, seeing the dolphins flash in the blue waters and knowing fear of the hungry wild dogs and the loneliness and the waiting.

Rachel Carson, author of *The Sea Around Us*, wrote ". . . It held me spell-bound from the first word. The limpid beauty of its prose, the timeless and elemental quality of its theme, combine to make a book that would be memorable in

any year . . . It is fine to have such a book for young readers, but I hope you'll make clear its appeal to adults also."

Letters from children of all ages are equally as enthusiastic. "It is the *best* I have ever read. My mother read the book and said that she loved it too," an eleven year old boy wrote. "Where can I find more of your excellent books?" a nine year old girl wrote.

When Mr. O'Dell speaks to children in libraries and schools he tells them that the book is almost entirely about similar incidents that occurred in his own life and that the dog in the story, Rontu, is drawn upon the character of a dog he once had, all within the framework of this story about an Indian girl who lived alone on an island many years ago. This seems to make the story even more real to the children who read it.

Scott O'Dell was born in Los Angeles. While he was still a youngster his family moved to the port town of San Pedro, California. There young Scott went to school with the sons of Portuguese and Italian fishermen. These young roughnecks were not used to seeing a boy come to school with a rubber cape over his shoulders and rubber shoes to keep his feet dry and were quick to make it clear how they felt about it. It didn't take Scott long to catch on. The next time he was sent to school wearing his rain clothes, he found a handy hiding place for them under a bush.

Accepted as one of the gang, the boy wandered the hills and spent long carefree days playing on the beach. Baby owls could be found in the fields. Squirrels caught along the cliffs made stew for the adventurers and a tub of steamed cockles with bread and butter was good eating.

Mr. O'Dell went to school in Long Beach and attended Occidental College near Los Angeles, the University of Wisconsin, and

Stanford University. Later he went to work at a motion picture studio. During that time he was a cameraman, worked on sets and did other technical work; however, one of his novels was later made into a motion picture. For the last fifteen years he has written for the Mirror-News in Los Angeles besides occasionally turning out another book.

At present, he and his wife live in Julian which is seventy-five miles east of San Diego, California. There they live in a two-story stone house that was once a packing house. The house is situated on a grove of forty acres of apples and other fruit trees called Stoneapple Farm. It is high country there. Pine and black oak grow and it's far away from the busyness of the city.



Stoneapple Farm

Mr. O'Dell is a tall man with white hair and tanned, rugged good looks. His light blue eyes hold a friendly but straight-forward gaze, a quiet reflection of his love for nature, sea and sky. And it was this love that made *Island of the Blue Dolphins* possible.

Everyone concerned with children's literature has a right to be pleased that *Island of the Blue Dolphins* was awarded the Newberry Medal. We should be pleased not only because a most worthwhile book has been honored, but also because the award helped a writer make a decision re-

garding his future work that will enrich children's literature for years to come.

\* \* \* \* \*

Other books by Scott O'Dell are:

*The Sea Is Red* (Holt)

*Woman of Spain*

*Hill of the Hawk* (Bobbs-Merrill)

*Country of the Sun* (Crowell)

*Man Alone* (with W. Doyle) (Bobbs-Merrill)

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———. "Taro Yashima Draws a Book for Momo," *Junior Reviewers*, January-February, 1959, pp. 4-5, 16.

———. "The Life and Loves of Don Freeman," *Junior Reviewers*, November-December, 1959, pp. 10-11.

## Summer School After Seurat

Crystalline air and sunshine sifting through lacy leaves,  
Shifting patterns in chiaroscuro on green lawns,  
Quiescent scene this early summer morn.  
Then comes the gaiety, the starch and frosted jewels,  
The walking and the blithesome laughter,  
The roaring cars, the hearty greetings.  
To the eye the panorama fracturing,  
Each tiny dot of color separately viewed;  
Deceptive, superficial summer vision.

Beneath the tranquil beauty pulsate questing minds,  
Controlled, directed, seeking knowledge;  
And as the eye separates the surface into dots of color,  
So the mind engages each fragmented fact,  
The pointillism of the mind separating knowledge into parts,  
And the giant kaleidoscope revolves,  
And caught in the evanescent moment  
Each tiny point of color, each individual fact  
Intricately bound, forms a universal whole  
Poised briefly at the edge of summer.

Sally True Smith  
Mrs. Smith is a graduate student  
in Education at the University  
of Wisconsin.



# How Well Are We Teaching Reading?

There are at least three sources of information on how well we are teaching reading: First, studies comparing reading instruction now with then, leading to the conclusion that reading is being taught as well now as it was a generation or a century ago. Second, experimental studies and surveys which reveal major needs and point to the means of improving instruction. Third, classroom observations by scholars who have mastered the cognate disciplines (e.g., phonetics and perception) which are basic to reading instruction. When these sources of information are disregarded, fanatics, faddists, and zealots recommend one-shot remedies and they stick to their guns whether or not they are loaded.

For the purposes of this presentation, the evaluation of reading instruction is discussed in terms of current practices regarding (1) individual differences, (2) interests, (3) phonics, and (4) thinking. What is done about individual differences is the foundation of instruction. What is done to teach the pupil how to read is not a simple matter of reaching into a grab-bag of goals as the occasion demands but, instead, involves the clear delineation of the major goals and the specifics which they subtend.

## INDIVIDUAL DIFFERENCES

From published reports and actual classroom observations, it appears that more attention is being given in more schools to individual differences in learning abilities

and needs than at any time since the introduction of the grade-level organization of schools in the early nineteenth century. In spite of this somewhat general interest in differentiated instruction, there are far too many private, parochial, and public schools in which regimentation—the same textbook prescription for all pupils in a grade—is the order of the day.

On the positive side, more pupils are being taught to read today when they are ready—whether they are in kindergarten, first grade, or a higher grade. Grade-level dictated thinking is slowly but surely being displaced by the “pursuit of excellence”! Equally important, those fugitives from scholarship who advise parents to teach their five-year-olds to read are under suspicion by those who have been trapped by this tragic advice.

Furthermore, the light of truth is beginning to dawn in those classrooms where readiness for reading was estimated by group tests of reading readiness. As a result, more emphasis is given to the teacher use of informal inventories and individual scales, based on significant researches regarding the development of interests, perceptual skills, and thinking abilities.

Today, too, there are fewer years of lost purpose for pupils who are assigned to reading groups on the basis of standardized tests of reading achievement. There are fewer superior pupils and low achievers with reading indigestion induced by the misuse of standardized tests that conceal rather than reveal the typical ten-to-twelve-year range in reading abilities of fifth-grade pupils, for example. There is less evidence today of the blandness and sameness of

<sup>1</sup>Dr. Betts is Research Professor in Education and Lecturer in Psychology in the School of Education, University of Miami, Coral Gables, Florida. This paper was presented at the Lehigh University Reading Conference last winter.

reading diets resulting from the fact that no standardized test yields either the independent or the instructional reading level of the pupil. For estimating reading levels, more use is being made of systematic informal inventories.

Finally, dangerous delusions about regimentation and a three-group plan of instruction are being cured by rational therapy. For today, professionally competent administrators and supervisors are encouraging teachers to test, or try out, variations of individualized and group reading plans in terms of their different levels of professional competence. At no time, however, do these educators refer to individualized and group reading as *methods*; instead, they are concerned with *plans* for differentiating instruction—for providing equal learning opportunities for all pupils in the classroom.

Progress on the identification and nurture of individual differences—a cherished value in a democracy—is being made in spite of writers, careless with the truth, who assert that differentiated instruction was “invented to divert attention from poor reading instruction.”

## INTERESTS

Today, there is ample evidence that the pupils’ “right to read” is more heavily insured. With the slow eclipse of regimented instruction, there is well-placed emphasis on self-selection of readable and interesting materials and on a balanced diet of nonfiction and fiction by the protagonists of both individualized and group plans of instruction.

Independent reading—long recommended by authors of basic textbooks—is considered a blue-chip investment of the pupil’s time in science, history, geography, etc. Moreover, pupils are encouraged to evaluate their reading in a spirit of friendly candor

with their peers rather than by preparing a stilted book report for the teacher. For these pupils, in tune with books, the Liberty Bell is not what rings at the end of a school day!

In some classrooms, however, interest is stifled rather than nurtured. Where basic readers are used for group reading, the teachers sometimes over-do the preparation for reading to the point of sheer boredom. Where an individualized reading plan is used, the teachers sometimes fail to help the child select a readable book and/or prepare himself to read it. Some over-zealous protagonists of individualized reading claim that basic textbooks, not teachers, kill interest in reading. Yet there are many teachers who make optimum use of basic textbooks, including study books, in both individualized and group plans.

It appears that reader interest is raised or muted in any type of reading program, depending upon the attitude and competence of the teacher. Plans do not work, and methods do not work, but competent teachers make the best use of plans and methods.

## PHONICS

Many teachers approach the phonics facet of reading instruction with mixed emotions—like the deep-sea diver who is told to come up fast because the ship is sinking! This confusion is compounded by educators who talk about *the* phonic method of teaching reading, by irresponsible journalists who find it profitable to get into the act, and by parents who, with a vague feeling that something is wrong, turn to phonics as a remedy for all reading ills.

Today there are too many first-grade classrooms in which the so-called “word method” of teaching *beginning* reading is used. When this so-called method is stripped of its “pedaguese,” including the

term *sight words*, it is merely a tell-the-child-the-word procedure. And telling isn't teaching! The word method, therefore, is a nothing-for-nothing proposition, emphasizing rote learning.

This so-called word method of teaching beginning reading is being perpetuated by the authors of some basic textbooks and by some of the most zealous advocates of individualized reading. It spells doom around the corner for the child who needs systematic help in relating written language to spoken language for the purpose of telling one word from another.

At the other extreme, there are classrooms in which phonic skills are "taught" in varying degrees of isolation from the pupil's needs in his reading. Often a separate period is set aside for the pupils to mutter and sputter in their application of phonic skills to lists of words. In their earnest efforts to produce voiced and voiceless consonants in isolation, they say *cuh-at* or *cuh-a-tuh*, distorting the one-syllable word *cat* into a two- or three-syllable word. To worsen the situation, they memorize vowel and consonant rules which, of course, cannot be applied in their silent reading. As a result, the pupils use excessive lip movement in their attempts at silent reading, and are so busy "unlocking" words that they fail to grasp the thought of the author.

But, happily, there are more and more "heads up" teachers who help beginners make the bottom rungs of their reading ladders secure. First, these teachers know their phonetics (the science of speech sounds). Second, they approach word learning in its perceptual and re-cognition setting. In short, they teach phonic skills so that they are used *automatically* in silent reading, leaving the pupil's one mind free to attend to the thought of what he is reading. That is, they teach phonics as *one* means to fruitful reading rather than as a dead end.

These "heads up" teachers consider several important factors in perception which give phonics instruction the "forward look":

1. *Need.* Pupil awareness of the *need* to learn a specific skill; for example, the *kw* sound of *qu* in *quiet* or the sound of the vowel in the stressed first syllable of *vaccination*.
2. *Grouping and set.* Pupil awareness of the *grouping* of sounds of the spoken word as preparation (*set*) for his identification of the grouping of letters (phonogram) representing those sounds; for example, hearing the *sh* sound of *t* before *i* in *position* or the sound of syllabic *n* represented by the phonogram *ion* of the same word. (The extent to which letter and syllable phonograms derive their distinctiveness from the whole word in a meaningful setting depends upon the individual's perceptual organization.)
3. *Feedback: sounds-phonograms.* Pupil *feedback* (a circular process) from the examination of the letter groupings of the written word to the sounds of the spoken word; for example, the *application* of phonic skills to the written word during silent reading.
4. *Feedback: meaning.* Pupil *feedback* to previous experience so that perception is consummated in meaning; for example, interpreting the meaning of the word in its contextual setting.
5. *Dynamic closure.* Pupil's blending of consonant sounds at the beginning or end of syllables, or of two parts of a word to make a whole word; for example, the *t* of *toy* and the *r* of *ride* to make the *tr* of *train*.
6. *Insured association.* Pupil's saying the vowel sound in a syllable rather than quoting a memorized rule; for example, actually reproducing the sound of *a* in *cat* or in the first syllable of *satisfy*.

In short, there is an increasing number of classrooms in which pupils are taught *new* phonic skills by going from the sounds of the spoken words to the letter groupings of the written words. To make these skills automatic, they are taught to *apply* their skills to the written words during the silent reading.

### THINKING

There is considerable evidence that more emphasis needs to be given to teaching pupils how to think in listening and reading situations. In some classrooms, for example, the mere pronunciation of words is accepted as reading. In these classrooms, the pupils are denied opportunities to set up their own purposes for reading. Consequently, they are unable to discriminate between facts and opinions, to distinguish between referential and emotive language, to evaluate the relevancy of a statement to a purpose, to organize information in outline form, to draw conclusions from related facts, and so on—that is, to employ those abilities needed to read between and beyond the lines.

An emphasis on word pronunciation and literal reading can be carried too far. This situation is something like the man who stole a comic book from a newsstand and was arrested for carrying a joke too far. But it is no joke for the hapless pupil who is denied the most delicious fruits of reading.

In other classrooms, the teachers *plan* to teach their pupils how to think. These teachers consider the materials of reading to be concepts, not word forms. They are concerned with the sequence of concept formation, beginning with the organization of the pupil's own personal fund of experience and ending with his own verbalization of that experience. Hence, they teach with the attitude that concepts yield vocabulary, not vice versa.

In these oases of learning, the teachers put the belief into practice that their pupils know how to read when they can think in their language. They teach, for example, that *iron-metal-mineral* are successively higher levels of abstraction. Then they reverse the classification process by teaching the pupils to index; for example, that a *document* may be the *Magna Carta*, the *Declaration of Independence*, or some other specific thing. They teach their pupils to analyze sentence structure—for example, subject-predicate relationships—for meaning and to analyze a paragraph for its topic sentence or main idea. They teach their pupils how to interpret punctuation; for example, that a single dash is a signal to an extension of the meaning of a preceding idea in the sentence. In short, teachers take these and other steps to insure their pupils' abilities to think in English.

In these modern classrooms, too, the teachers are concerned with cumulative development of skills. For example, they teach the pupils to use their classifying abilities to set up the coordinate main headings of an outline and to use their indexing abilities to set up coordinate sub-points. They also teach the pupils to use their knowledge of language structure to set up not only semantically coordinate but also structurally coordinate main points and sub-points. In brief, they guide their pupils in the development of skills and abilities at succeeding higher levels of functioning.

To achieve the goals of reading instruction, successful teachers have access to well-stocked libraries of periodicals, tradebooks, textbooks, reference books, globes, maps, charts, and other instructional materials. Beginning with the kindergarten, they make use of encyclopedias and globes as well as tradebooks. They know that there are two ends of the log, but that the heartwood which gives the log strength is the library.

## SUMMARY

How well is reading being taught? It appears that reading is being taught as well or as poorly as it was one or more generations ago. But the 1840 or 1950 status of reading instruction is no better for the education of today's youth than 1840 concepts in physics or chemistry are for dealing with the problems of the nuclear-space age. There is an urgent need for scholars not only who will evaluate and translate a wide variety and a tremendous amount of research into improved practices but also who will direct penetrating depth studies of basic concepts. The members of our profession who say there is nothing to worry about are the ones about whom we should worry.

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The 1962 Association for Childhood Education International Study Conference will be held in Indianapolis, Indiana, April 22-27; Headquarters, Claypool Hotel,



# An Activity for Enriching Spelling Lessons

Spelling is one of the most important of the fundamental aspects of English instruction, for accuracy in spelling is essential to good written expression. For many students, the presentation of spelling lessons, is dull, routine, and without meaning. English instructors know that spelling lessons can be fun and boredom can be allayed if meaningful lessons are incorporated into their weekly unit plans. This teacher has outlined a lesson activity which he has found helpful in enlivening the instruction of spelling. With various modifications, he has used it at every echelon of instruction from the primary grades to the high school level. The reader is free to alter it in order to meet his own class requirements.

## I. *Primary Objective:*

To help pupils to acquire the ability to spell correctly and accurately the words common to the everyday usage of adult life.

## II. *Secondary Objectives:*

- (1) To introduce a concentrated study of new words.
- (2) To re-enforce the study of old words.
- (3) To be used as a substitution for review or preview.

## III. *Method:*

- (1) Select twenty-five words. Write the words on the blackboard in any order. It is particularly effective to select words which pertain to seasonal activities (i.e., Halloween, etc.) or words which are an outgrowth of units

taught in social studies, science, and other subjects, or a combination of subjects.

- (2) Pupils are instructed to choose five words from the twenty-five words which appear on the board. The choice of words is individual; not all pupils will have the same set of five words. Each pupil will write the words he has selected in his notebook.

- (3) Select a class leader. It is best for the teacher to initiate this aspect of the activity. The class leader takes charge of the words listed on the board. The leader checks off any five words at random; the selection of words to be checked rests with the leader. If he happens to check the same five words that a pupil has written in his notebook, the pupil stands. He is designated the "winner." If there is no winner, the leader continues to check off words in groups of five until a pupil wins (and signifies by standing).

- (4) The winning pupil must now spell the five words with which he has won. He does this without looking at his word list.

- (5) The winner becomes the new class leader. At this point in the activity, each pupil writes a new list of five words in his notebook, and the procedure is repeated.

## IV. *Theory:*

The pupil will study and learn the basic list of words because:

- (1) The words are visually before him.
- (2) He is anticipating words to be checked.

<sup>1</sup>Mr. Delaney teaches in the Core Program at the New Hyde Park, N. Y., Memorial High School.



(3) He seeks the adoration of peers that frequently is accorded to the winner.

(4) He seeks the recognition of the teacher.

V. *Evaluation:*

(1) A continuous process.

(2) Through a formalized testing program.

(3) Through daily usage.

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TV Commercial No. 2

Which one is the one  
That takes stains away?  
From your hands and removes  
Scratches from Indian glasses?  
One day there was this little boy  
An Indian, you know.  
(A just pretending one)  
You know what happened?  
He went back to his mother  
Dried off the scratch and said,  
"Do I look like a real chief?"  
She said, "Sure DO!"  
It removes stains, shirts  
go away from dry-powder  
So when you get any  
It washes bird cages, doors  
Frigerators, umbrellas, purses  
Walls (lamps, no) beds, and everything!  
Of course the sack is good for everything.  
So remember the name.  
Sac-full-of detergent. It's 10c.  
Good for your bird cage, hats, skin  
Bars from girls,  
Panties, doors, drawers, mirrors  
and beds and typewriters and  
Playtex living girdles.

Marci Cain, New York, age 5  
—from *Swing*, Winter 1960

# A Year of Research in Language Arts Instruction: 1960

The improvement of instruction in the language arts is a function of several factors. One of the most important of these is research. The amount, quality, and significance of research activity; the extent to which research findings are reported and disseminated; the degree to which the implications of research are implemented in classroom situations—each of these has a marked influence on the amount of improvement which can be hoped for in the field of language arts.

## DESCRIPTION OF LISTINGS

A comprehensive listing of pertinent research and closely related literature reported during the period of January-December 1960 is included here. The report is limited to the summary of published materials and does not include unpublished theses or dissertations. Included are experimental and normative studies which report specific data or findings on a problem related to the language arts—with the exception of the area of reading (an annual report of which has been made by Dr. William S. Gray in the *Journal of Educational Research*). Occasionally a summary or critical discussion which relates in whole or in major part, to such normative and experimental studies, will be included. A serious attempt has been made to make the listing a relatively complete one.

<sup>1</sup>Paul C. Burns and Vernon E. Troxel are professors in the School of Education, University of Kansas, Lawrence.

## ANNOTATED LISTING OF PUBLISHED RESEARCH REPORTS

### BIBLIOGRAPHIES

1. Elam, Stanley, Editor, "Research Studies in Education," *Phi Delta Kappa*, Bloomington, Indiana, 1960.

This annual listing includes doctoral dissertations underway and doctoral dissertations completed under the heading "Language Arts: Speech; Writing; Communications."

2. *Elementary School Journal*, Vol. 61 (November 1960) "Selected References on Elementary School Instruction: II" pp. 104-108.

Each year the *Elementary School Journal* presents a series of published articles (some based on research) on instruction in the elementary school. The November issue offers references on the language arts.

3. Herrick, Virgil E., "Handwriting and Children's Writing," *Elementary English*, Vol. 37 (April 1960) pp. 248-258.

This summary of research, confining attention to the studies which bear most directly on the nature and function of handwriting in written language, contains a bibliography of 78 items which are up-to-date. The findings are summarized under the topics: handwriting's relation to conventions of letter formation; agreement of ways letters are to be formed; other factors and conditions in the writing act; rhythm in handwriting; manuscript-cursive problems; the transition of manuscript to cursive; the left-handed child; and handwriting instruments and materials.

4. Horn, Thomas D., "Research in Spelling," *Elementary English*, Vol. 37 (March 1960) pp. 174-177.

In this report, Horn reports pertinent research that is not a duplication of the more comprehensive reports found elsewhere. He groups the research under the topics: selection of words to be studied; learning to spell; and evaluation of spelling.

5. Keller, Paul W., "Major Findings in Listening in the Past Ten Years," *Journal of Communication*, Vol. 10 (March 1960) pp. 29-38.

The author gives perspective on findings of

research on listening in the 1950's. He concludes on the basis of research evidence that listening can be identified and measured; that listening can be taught; and that the effect of factors influencing listening can be determined.

6. Monroe, Walter S., *Encyclopedia of Educational Research*, N.Y.: McMillan Co., 1960.

Here may be found a comprehensive summary of review of major research in various areas of the language arts. "English" was prepared by C. Robert Carlson; "Handwriting" by Theodore Harris; and "Spelling" by Ernest Horn. This is a "first source" for the research worker.

7. *Speech Monographs*, Vol. 27 (June and August issues, 1960)

This monograph gives abstracts of theses in the field of speech and an index of graduate work in speech under the topic headings: fundamental of speech; public address; theater; radio and television; interpretation; speech education; speech and hearing disorders.

8. Strom, Ingrid, *Research in Grammar and Usage and Its Implication for Teaching Writing*, School of Education, Indiana University, 1960.

Strom organizes the research about these topics: interrelationships among grammar, reading, and other related factors; interrelationships among grammar, composition, and other related factors; experimental studies concerned with the teaching of grammatical usage, sentence structure; diagramming as an aid to growth in reading, writing, and speaking; developmental studies of growth in language power as related to speaking and writing; studies of levels of usage and of the structure of American English.

#### HANDWRITING

9. Graff, Patrick J., "From Manuscript to Cursive—Why?" *Elementary School Journal*, Vol. 61 (November 1960) pp. 97-101.

The writer queried directors of elementary education of the central cities of the 72 most populous metropolitan areas in the United States (50,000 or more population). Directors in 61 cities responded. In the questionnaire 20 reasons were provided for answer to complete this statement: "Our school system changes from manuscript to cursive handwriting because in the grades in which cursive is taught . . ."

The writer concluded from study of the responses that decisions are based mainly on tradition and wide usage, not on research findings and that without a stronger feeling that handwriting needs reform, there seems little likelihood that many school districts will risk disturbing public opinion by switching

to manuscript "despite the evidence of the advantages of this form of handwriting."

10. Hildreth, Gertrude, "Manuscript Writing After Sixty Years," *Elementary English*, Vol. 37 (January 1960) pp. 4-13.

Hildreth writes of research in the manuscript area during the past sixty years, particularly in areas dealing with legibility of manuscript and cursive writing; the rate of writing of each style; problems involved in the "change-over"; and points to needed research in elementary school handwriting.

11. Templin, Elaine W., "Handwriting—the Neglected 'R,'" *Elementary English*, Vol. 37 (October 1960) pp. 386-389.

Templin reports research dealing with the comparison of legibility of handwriting of 454 adults trained in three handwriting styles: all manuscript, all cursive, or manuscript-cursive. The data support the premise that it is more difficult for a person to fluently and legibly master two sets of handwriting symbols than it is for him to perfect one set—whether that set be manuscript or cursive in style. This led the writer to question the efficiency of our present dual system of handwriting instruction. On this basis she deplores the duplication of effort required in teaching that, to all appearances, is relatively ineffective.

12. Templin, Elaine M., "How Important Is Handwriting Today?" *Elementary School Journal*, Vol. 61 (December 1960) pp. 158-164.

Templin asked 454 adults—195 men and 259 women—living in 20 communities located in six eastern states to discuss how much writing they did each week and the writing tool used most often. She grouped the responses as to amount of writing, according to sex, style of handwriting, and occupation, and to preference of writing tools. On the basis of the data, she arrived at these implications: (1) the typewriter has not replaced the pencil; (2) the ballpoint pen seemed to have widespread acceptance; and (3) handwriting legibility is still paramount to efficiency in the business and the social world.

#### SPELLING

13. Brown, Cynthia D. and Fall, Minette, "A Basic Spelling Program for Third Grade," *Chicago Schools Journal*, Vol. 42 (December 1960) pp. 136-139.

These authors report an action research study to improve spelling in their third grade classrooms. They found that at the end of the second semester eighty per cent of the children were mastering all of the words in the spelling lists in comparison with fifteen per cent at the beginning of the first semester. They also reported a substantial decrease in

spelling errors in written work, though no figures are presented. A description of the procedure for reviewing skills during the first week of the semester is given. This description is followed by the daily plan for each week's work in spelling. They also include a checklist of deficiencies that is accompanied by their suggestions for overcoming these deficiencies. Apparently, they placed greater emphasis on phonetic and structural elements than had been done previously. After the first few weeks time expenditure was typical—fifteen or twenty minutes per day.

14. Richmond, Arnie E., "Children's Spelling Needs and the Implications or Research," *Journal of Experimental Education*, Vol. 29 (September 1960) pp. 3-23.

Richmond studied the spelling needs of 41 pupils of a sixth grade class in an eastern state and suggested procedures for spelling instruction to meet the needs by utilizing the implications of scientific investigation and expert opinion. The intelligence quotient of pupils ranged from 76 to 136 with an average of 104. The study extended from January to June. The spelling needs of pupils were secured through standardized tests; the spontaneous writings of the pupils; informal inventories in spelling; and the research in spelling dealing with core word lists. A unified functional language arts program was followed in devising a program for the pupils. Too, the class was divided into three groups for the study.

He concluded that spelling instruction should be differentiated in terms of needs found of individuals within the group and that adequate research for all practical purposes appears to be available for improved spelling instruction. He suggested it needs only to be put into practice in the classroom.

15. Sharpe, Maida Wood, "A Comparison of Three Approaches to Teaching Spelling," *Elementary English*, Vol. 37 (May 1960) pp. 317-320.

Sharpe used 460 pupils in four schools in three Illinois towns, spread over four grade levels for her study. The approaches studied were those suggested by the publishers of the workbook used in each approach. The major difference in the books appeared to be that one approach emphasized development of independent study procedures as contrasted to the other two approaches in which all children were directed to write identically in content. A second basic difference was the emphasis upon syllables in the independent study method as compared with emphasis on remembering the sequence of letters in the other two approaches. Other differences were that the independent study approach utilized more

proofreading; developed spelling rules inductively; directed attention to handwriting improvement. The findings of increase in grade score achievement, based on Stanford and Metropolitan Achievement Spelling Tests, favored the independent approach, but not at a statistically significant level.

#### CREATIVE WRITING

16. Edmund, Neal R., "Do Intermediate Grade Pupils Write About Their Problems?" *Elementary English*, Vol. 37 (April 1960) pp. 242-243.

This writer reported a study made to determine the extent to which intermediate grade pupils involve their personal problems, fears, and worries as suitable topics for written compositions in school. The sample was composed of 64 fifth and sixth graders in a Pennsylvania school system. They were asked to list five or more personal problems, things they worried about and feared. After one week elapsed, they were given an assignment to write a composition on a topic of their own choice. He found that pupils do have problems, worries, and fear, but found that they do not vent their emotions through writing about them. He opined that perhaps the extent to which writing becomes therapeutic may be related to the ability of the teacher to be a therapist.

17. Wallen, Norman E. and Stevenson, Gilbert M., "Stability and Correlates of Judged Creativity in Fifth Grade Writings," *Journal of Educational Psychology*, Vol. 51 (October 1960) pp. 273-276.

Wallen and Stevenson studied the stability of judged creativity in three sets of writings by 63 fifth grade pupils. They found correlations between Sets 1 and 2, between Sets 1 and 3, and between Sets 2 and 3 to be .81, .86, and .86, respectively. They concluded that creativity as judged by the five elementary teachers who served as judges was very stable over the three sets of writings. The overall score for each child based on the five ratings on each of three papers was compared with selected intellectual and social adjustment scores. Creativity as measured by this composite score was found to be quite highly related to measures of general intelligence and academic achievement, and moderately related to social adjustment.

#### TELEVISION

18. Perrodin, Alex F., "Televiewing, Reading Habits, and Children's Social Values," *Elementary English*, Vol. 37 (February 1960) pp. 86-90.

Perrodin found that a large portion of the child's out of school hours is spent in watch-

ing television. Children in his study who viewed television the least showed greater tendencies toward preferences for non-democratic types of behavior as indicated on the *Behavior Preference Record*. He found that the children who read the fewest books tended to show greater preferences for non-cooperative, non-friendly, and non-responsible behavior. A study of children's success in reading achievement showed that those who were least successful in this aspect of school achievement showed greater preferences for non-desirable behavior traits.

#### USAGE

19. Marcus, Marie, "A Functional Language Program in a Sixth Grade," *Elementary English*, Vol. 37 (October 1960) pp. 389-391.

The writer proposed to find out if it were possible to teach sixth grade pupils to express their thoughts correctly without giving instruction in the identification of the parts of speech or their function in the sentence. To carry out the program, all writing of the pupils arose from a real need; it was carefully evaluated by the teacher, indicating errors; and papers were re-written by pupils. A functional language approach was involved without the concomitant instruction in structural analysis. Evaluation of the program—mean scores of 19 matched pairs of pupils—indicated that there was a statistically significant difference favoring the experimental pupils in fluency and correctness of written expression over the control pupils who had been taught with attention to structural analysis.

#### GENERAL

20. Carson, Arnold S. and Rabin, A. I., "Verbal Comprehension and Communication in Negro and White Children," *Journal of Educational Psychology*, Vol. 51 (April, 1960) pp. 47-51.

Three groups of thirty fourth, fifth, and sixth grade children were matched for age, sex, grade placement and level of verbal comprehension as determined by the *Full Range Picture Vocabulary Test*. The three groups—Northern Negro, Northern White, Southern Negro—were compared on *WISC Vocabulary* and the *Full Range Picture Vocabulary Test* which was presented as a conventional oral vocabulary test. The scores on the latter test were classified into levels of communication which were in turn arbitrarily categorized as "high" and "low." The investigation found white children to be superior to the negro children, and the northern Negro children to be superior to the southern Negro children. The results were discussed in relation to the possible racial and cultural geographic factors that were involved.

21. Worth, Walter H. and Shores, J. Harlan, "Does Non-Promotion Improve Achievement in the Language Arts?" *Elementary English*, Vol. 37 (January 1960) pp. 49-52.

The investigators matched 66 low-achievers who had been non-promoted and repeated the third grade with a like number of low achievers who had been promoted to the fourth grade. The matching was done on the basis of sex, I.Q., chronological age, and achievement test data. The achievement of the pupils in eight aspects of the language arts was measured before the promotional decision and at the end of the experimental year. The tests used were the California Achievement Test (primary battery) and the Gates Advanced Primary Reading Tests, Types 1 and 2. When the language arts gains of the two groups were compared, the decision was in favor of the promoted group with regard to gain in reading vocabulary and total reading. In paragraph reading the decision favored the non-promoted. The decision was in favor of the hypothesis of no difference in reading comprehension, mechanics of English, spelling, total language, and word recognition. They concluded that low achievers in the language arts are likely to do as well when they are promoted as when they are non-promoted.

#### SOURCES OF RESEARCH REPORTS

In what professional sources were research reports on language arts instruction found most commonly? The question may be answered in terms of the following summary which indicates the number of citations in the annotated listings which appeared in each of the specified publications (not including the bibliographies of research):

*Elementary English*—7  
*Elementary School Journal*—2  
*Journal of Educational Psychology*—2  
*Chicago Public Schools Journal*—1  
*Journal of Experimental Education*—1

It is both interesting and significant to note the large number of research reports which appeared in *Elementary English*. There is good cause to be pleased with the research emphasis found in it.



### TYPES OF RESEARCH REPORTS

In general, what major types of research reports were published during the period? The answer to this question has been sought in terms of threefold classification: (1) reports giving emphasis to data, findings, implications from experimental studies; (2) reports giving emphasis to data, findings, implications from normative or status studies and (3) reports which are research summaries, critical discussions, etc.

- Reports of experimental studies—11
- Reports of normative studies—2
- Other types of reports—8

The reader may draw his own inferences regarding the relative attention given to major types of research studies on the basis of this tabulation.

### AREAS OF RESEARCH EMPHASIS

What aspects or phases of language arts instruction have received greatest research attention or emphasis? The summary below indicates, in attempting to answer the question, the number of research reports devoted to the most frequently investigated instructional problems:

- Handwriting—4 studies
- Spelling—3 studies
- General—2 studies
- Creative Writing—2 studies
- Television—1 study
- Usage—1 study

These things stand out as commanding attention during the period in terms of the number of reported investigations: (1)

Handwriting and spelling have received greatest emphasis in published research. (2) Written composition, speaking, listening, audio-visual aids, and poetry received little emphasis in published research.

### SIGNIFICANCE OF RESEARCH

Without question, the annotated research differs materially in quality and significance. It seems to the writers that there have been all too few truly major and significant research studies on language arts instruction during the period covered. A number of the studies had cluttered designs and limited sampling which made the reports of findings to be unclear and non-definitive.

### LOOK TO THE FUTURE

The extent to which significant advances in the area of language arts instruction will be made during the years ahead will depend in large measure upon the nature of research activity. The amount of reported research will not be as important as will be its emphases and its quality.

Several things are needed to improve the effectiveness and impact of future efforts. First, there is need for a more thoughtful identification of the truly crucial issues or problems faced in the teaching and learning of language arts in the elementary school. Second, some "neglected" areas need exploration. Third, publication and wide distribution of research is needed.

The future can be a challenging and fruitful one from a research standpoint if we will accept the opportunity and make it such.

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# Reading Theory— An Important Distinction

Rudolph Flesch claims that he can read Czech although he cannot understand a word of it,<sup>2</sup> which, on the face of it, does appear to be nonsense. Dr. Paul Witty uses the statement as evidence that "some critics, like Mr. Flesch, are apparently interested chiefly or solely, it appears, in mere pronunciation of words." And, Dr. Witty continues:

... pronunciation without understanding is not the aim of modern reading instruction. Nor is meaningless pronunciation thought of as reading. Reading is considered by some as a thinking process through which meaning is obtained from printed symbols. It is recognized that we do not get the meaning of a word—invariably or generally—from its spelling or pronunciation. To some of us failure to obtain meaning is the most significant and unfortunate outcome of faulty or inadequate reading instruction.<sup>3</sup>

Dr. Witty is right, of course; no one will argue it, not even Rudolph Flesch. But Dr. Witty's answer is no answer, for it is not to the point.

The point is that there is a distinction between reading and understanding, call them what you will: sounding and comprehending, pronouncing and thinking, or reading and understanding. What is meant by "reading" is the ability to produce cor-

rect vocal responses from printed symbols; what is meant by "understanding" is the ability to respond with appropriate intelligence to these vocal (or subvocal) responses.

That Dr. Witty should not recognize this distinction is not surprising. "Word perception," in the literature on reading, is indeed considered basic to the reading act, but reading authorities either do not distinguish "reading" from "understanding" (which is, indeed, nicely done by Rudolph Flesch) or, if they do, they do not appreciate its significance. For example, in his detailed description of the "reading act," William S. Gray writes:

As the (reader's) eyes move along the lines a series of impressions are received. These in turn arouse nervous impulses which are transmitted over nerve channels to the visual centers of the brain. If the words are well-known their meanings and pronunciations are recognized instantly.<sup>4</sup>

Such a vague and unanalyzed coupling of pronunciation and meaning could not have been made by anyone familiar with language theory. Language is primarily an oral act (according to this theory), for man talked long before he wrote. Written forms of language have been secondary—essentially an effort to record the oral forms. Even today there are many languages without a written counterpart, and it can be seen that when such a counterpart is

<sup>2</sup>Flesch, Rudolph. *Why Johnny Can't Read*. New York: Harper and Brothers, 1955, p. 23.

<sup>3</sup>Witty, Paul. "A Forward Look in Reading," in *Elementary English*, XXXVIII, No. 3, March, 1961, p. 152.

<sup>1</sup>Mr. Dawkins was until recently Editor with an educational publisher.

<sup>4</sup>Gray, William. "The Major Aspects of Reading," in *Sequential Development of Reading Abilities*, compiled and edited by Helen M. Robinson. Chicago: The University of Chicago Press, 1960, p. 9.

devised it will be secondary—directed at finding a set of symbols that can be used systematically and economically to record accurately the significant sounds in that language. But historically man did not proceed in this way. His first efforts at writing took the forms of *picture writing* and *ideographs*—forms that did not record significant speech sounds and thus forms that provided no clues to language, for a person speaking an entirely different language might read them with understanding but never a suggestion of the writer's language. These representations have no reference to speech sounds, but only to generalized actions or ideas that cross all language borders.

Another kind of writing may be called *word writing*. Here the symbols, whether pictures or not, correspond to words. To read such writing, the reader must be familiar with the whole-word symbols; that is, he must know which oral word is called up by each symbol. If he does not, the symbol is no clue to sounding the word. In Chinese, for example, the grapheme *人* stands for "man," but the oral response varies radically among different Chinese languages. Numerals are whole-word symbols familiar to all of us. The numeral "1," for example, provides no clue to a particular vocal response; one must simply know it. In some language groups people respond with "won," in other groups they respond with "ine," and in others they respond with "ewno."<sup>5</sup>

*Alphabetic writing* is a system that records the sounds of language. In English, twenty-six symbols are used to record some thirty-four sounds. Reading thus is the act of producing correct sounds from symbols. If the reader does not know the meaning of a word, he can still "read" it if he knows

the alphabetic system. The reader of English can read "gan" and "foggie" and many other nonsense and real words because he knows the alphabetic system.

Since alphabetic writing is a means of indicating language sounds, the letter-symbols do not have direct reference to a bit of reality—contrary to what has often been said. The letter *c* stands only for a sound; the letter *a* stands only for a sound; the letter *t* stands only for a sound; together, the three letters stand for the sound "cat," and it is this evoked sound, not the printed symbol, that stands for the bit of reality. Language is thus a system of oral symbols which can, in turn, be symbolized by printed symbols; and it is in view of this analysis that linguistic theory distinguishes between "reading" and "understanding."

But the insistence on this distinction is not made in defense of phonics; it is made rather in an effort to forestall criticism that will be made of the linguistic approach to reading. The linguistic approach is, very quietly, picking up momentum. One session was devoted to it at last year's NCTE convention; research is underway;<sup>6</sup> textbook materials are being prepared at several places around the country; in England the Royal Road Readers<sup>7</sup> have been used and tested with significant results.<sup>8</sup>

Momentum for the linguistic approach, which was strangely slow in developing, can be traced back to two articles in *Elementary English* by Leonard Bloomfield.<sup>9</sup>

<sup>5</sup>Staiger, Ralph C. "Language Arts Research, 1960," in *Elementary English*, XXXVIII, No. 3, March 1961, pp. 176-177.

<sup>7</sup>Daniels, J. C. and Diack, H. *Royal Road Readers*. London: Chatto and Windus, 1954.

<sup>8</sup>Daniels, J. C. and Diack, H. *Progress in Reading: A Comparative Study of Success and Error in Children Taught by Different Methods*. Nottingham: University of Nottingham, Institute of Education, 1956.

<sup>9</sup>Bloomfield, Leonard. "Linguistics and Reading," in *The Elementary English Review*, XIX, April, May, 1942, pp. 125-130, 183-186.

<sup>6</sup>These spellings are attempts to use the English alphabetic system to represent vocal equivalents in different languages. Only a phonetic alphabet will do an acceptable job of this.

These articles present the rationale for a classification of the spellings of the sounds of English. The classification itself (which exists in an unpublished manuscript) reveals, first, that there is indeed a system in our spelling and, second, the sequence in which these spellings should be introduced to the beginning reader. For example, the *an* spelling has a high frequency of occurrence and a high consistency in its representation of sound; by beginning with it and varying the initial consonant, the pupil quickly becomes reinforced in his oral responses to these symbols: *ban, can, fan, man*, and so on. Other two- and three-letter regulars are taken up in the same way: *at, bat, cat, fat, mad, dad, bad, it, bit, fit, bet, met, hen, hot, cod, pup, hut*, and so on. These and other regular correspondences between symbol and sound are the great base of our language, in multisyllabic as well as in monosyllabic words. By presenting minimally contrasting vowel patterns (*mad-mid, hot-hut*, and so on), by proceeding from three- to four-letter words, from regulars to semi-irregulars and to the few irregulars, and meanwhile to multisyllabic words, reading instruction is presented in a systematic way, a way that will reinforce rather than undercut previous learning and a way, incidentally, that will also teach spelling—a most important incidental value in this approach.<sup>10</sup>

<sup>10</sup>It might be explained that the *Royal Road Readers* seem to have originated independently. Although they are essentially linguistic in approach, they do not reflect the rigid analysis of sound-symbol correspondences developed by Bloomfield. It does not follow that the British readers are therefore less satisfactory. From the viewpoint of learning theory, it would seem that some divergence from Bloomfield's rigid sequence is desirable—but this gets into problems that must be resolved by classroom use. It does appear, however, that some of the linguistic readers being prepared in America will also diverge, in varying degrees, from Bloomfield's rigid sequence.

This brief and superficial description may not clarify the significant differences between the linguistic and phonics approaches to reading. The differences, however, follow from the theory of language, and they are apparent in the detailed analysis of spelling-sound correspondences. Other than this, the reader will have to take the writer's word for it—or refer to the selected bibliography given here.

(It should be said, parenthetically, that reading teachers need not be frightened by the term "linguistics," as teachers of grammar have been. There has been some justification for the feelings of the teachers of grammar, for the whole field of linguistic science has some bearing on grammar. Reading teachers, on the other hand, might welcome the linguistic approach in their field, for it organizes the content of beginning reading instruction into a logical, coherent, and readily understandable system.)

But this description, though superficial, is to the point. The primary learning objective in beginning reading is to teach the correspondences between printed symbols and sounds. Reading for understanding is not to be forgotten, but before the pupil can embark on a program of reading for understanding, he must be able to make the correct vocal responses from printed symbols—in fact, he must be able to do so with enough ease to free his mind for the effort of understanding. The pupil struggling orally with the printed symbols in his reader has precious little attention remaining for the effort of critical reading. If he makes the right sounds, he is satisfied with his achievement—as he should be at this stage of his learning. When he becomes skillful in producing oral responses, and if these responses are in his oral vocabulary (as they are in beginning readers), he will be able to exercise his abilities in under-

standing. Indeed, if the Czech words ever get into Flesch's oral vocabulary, he will be able to exercise his abilities in understanding Czech.

Beginning reading instruction should be designed, therefore, to teach the alphabetic system of English. When students can "read" satisfactorily, they will—and always will—need training in vocabulary development, getting meaning from context, getting main ideas, and so on. It is hoped, then, that there is no argument with those who insist on the absolute importance of reading for understanding; but it is believed that a linguistic analysis, having revealed certain distinct processes in the reading act that before have been blurred, and having analyzed English orthography into a systematic classification, provides

the only completely accurate basis for teaching *beginning* reading.

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National Children's Book Week, November 12-18

## A Few "Ground Rules" for New Teachers

In teaching, as in sports, there are ground rules to be observed in order to be successful. Before every important baseball or football game, if played on a new playing field, the players and coaches always inquire about the ground rules that are to be followed. Not knowing about these regulations could cause a team to lose a game or make a serious mistake because the players didn't take the time to bring themselves up-to-date regarding the playing rules. Likewise, in teaching there are various ground rules or policies to be followed in every school system and it is of high priority that new teachers know about them.

For instance, teachers, who are new to a school system, should make inquiry regarding: Are there rigid rules as to teaching procedure, or is the teacher free to experiment providing he can prove he is pedagogically on safe ground? What professional societies are there in which membership is possible or expected? Do the teachers have any limitations imposed upon them as to how they can spend their week ends? How much community service and extracurricular activities are teachers expected to assume? How often are teachers expected to spend their summers in professional study or traveling? These are a few of the important things a new teacher should know about the school system in which he is to begin a period of teaching service.

An important ground rule in most school systems is that each teacher has a philosophy of teaching. Superintendents, prin-

cipals, and supervisors expect that each new teacher has begun to develop his own philosophy of teaching. What is his purpose for teaching? Does he plan to be purely a subject matter specialist? Does he plan to meet the needs and wants of individual children? If so, does he propose to do so by special grouping and enrichment? Is it his belief that he should not only strive to teach the verities of his chosen or assigned field but also be a guide of young people as they develop and form personality and character? The evolving of a personal philosophy of teaching may not be accomplished in a year and no doubt will require considerable refining and rethinking, but the important thing is that the new teacher has begun to formulate such a philosophy.

Another ground rule is that teachers establish objectives for each subject that they teach—the understandings they hope their students will derive from the course or material being taught. In other words, much pre-planning and thinking is necessary. Teaching becomes so much more interesting and less discouraging if goals have been established, goals which the teacher keeps referring to for direction as he pauses now and then to evaluate the progress being made. But fine objectives, wise pre-planning, and well formulated methods of procedure and evaluation will not produce the results desired unless the teacher has a mechanics of teaching or mechanics of classroom management working for him. It is because of poor mechanics of teaching or classroom management that many teachers, new and experienced, fail in their efforts to produce the desired results. A teacher can be a recognized au-

<sup>1</sup>Mr. Lucas is principal, N. Thirty-First Street School, Milwaukee, Wisconsin.



thority in his field but he will not do effective teaching if he doesn't have a good system of classroom mechanics in operation.

It is an important ground rule for successful teaching that a new teacher establishes such a system. Classroom mechanics involves two things—a method of controlling the classroom situation and a method of teaching. Controlling the classroom involves salesmanship on the part of the teacher. Salesmanship is vital in teaching as in every phase of life. Today, everyone is selling something. It might be an idea, it might be merchandise, or it might be his personality. A teacher's success is in a large way dependent upon how good a salesman he is, or, in other words, every successful teacher is a good salesman. It is a well known fact that if we wish people to do something and do it well we must get them to *want* to do it. The *want* to study and learn can be best aroused by salesmanship and enthusiasm on the part of the teacher. He must be able to awaken and catch the interest of young people so they see that he has something they need and want and that this something has great value for them. The way to secure their "order" and get them to "buy" is to show the need for the knowledge being considered and its value in the lives of the students.

But good salesmanship on the part of the teacher may not even be enough if the teacher is not firm, fair, and friendly. This simple formula of the three F's will strengthen and abet his classroom program. In order to be an effective teacher, he needs to win the respect, good will, and coopera-

tion of his students. Young people will respect and go along with any adult and cooperate with him if they know that he is consistently fair and friendly yet at all times firm and insistent that plans and procedures be followed.

If control of the classroom situation has been established, teaching of the subject at hand will be easy provided there is an effective method of teaching being followed. Back of all good or poor teaching lies the method being used. Most teaching can be classified under two general methods, the problem or the siphon. Under the problem method the student is challenged and intrigued into finding things out for himself. Learning becomes a series of discoveries. Under the so-called siphon method, a drawing-off process is engaged in wherein by devious ways and samplings an attempt is made to measure the amount of knowledge a person possesses. A system of siphoning facts will often result in dislike for it on the part of young people and will not encourage them to do their best. Whereas, if learning can be presented as a series of discoveries and challenging, interesting problems resulting in complete pictures, larger concepts, and broader understandings and abilities, students will truly experience the realization that finding things out is exciting.

How long do you plan to be a teacher? How successful do you hope to be? You will enjoy your work and be a success if you know what your job involves, faithfully plan your work and then carefully work your plan.

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# Teaching Machines

In the early 1920's, S. L. Pressey of Ohio State University urged that instructors be freed of the bonds of clerical work to function more perfectly as teachers. He developed an apparatus which taught, tested, and informed the student as to the correctness of his answers. An attachment rewarded the student with a small piece of candy after a prescribed number of right answers had been given.

The world of education was not yet ready for automation and the subject was laid to rest until more recently the results of investigations into the learning process were published by B. F. Skinner of Harvard University. He has studied the learning behavior in many organisms, including human, and found the process surprisingly uniform. Essentially, he considers learning to be due to "contingencies of reinforcement." This contingency of learning behavior is: 1) *stimulus*, which is the occasion for the 2) *response*, followed by 3) *positive reinforcement*. In these terms, education is an attempt to set up contingencies which result in the child emitting desired behavior, e.g., emitting the response '4' upon hearing the stimulus '2 plus 2.' This, then, requires a schedule of immediate reinforcement.

Skinner's teaching machines and the programmed lesson sequence contained within them, were designed as an application of the above contingency. The machine is but a tool, not a teacher, although its effect is that of a private tutor. There is constant interchange of activity between the machine's program and the student. The machine insists that the student thoroughly understand a given concept before moving

forward. It presents only the material for which he is ready. The student may move as fast as he is able or as slowly as necessary. The machine has infinite patience. The programmed material provides clues to correct answers, thus encouraging the student with his success. Clues are gradually 'vanished' until the student is on his own. The machine immediately reinforces the student for his correct response which, in turn, shapes and maintains the desired behavior.

It is difficult to describe a typical teaching machine since 100 companies are currently making or designing them. They range from a portable \$19.85 model to complex IBM-type machines costing over \$6,500. Even the simple types provide: 1) a program of lesson materials, 2) a means by which the student responds, and 3) a means for reinforcing correct responses. The more complex machines keep score, provide remedial material, and offer recorded voices and films, but none give rewards of candy!

Visible from the outside of Skinner-type machines are two windows. The smaller one provides a space for the student to record his answer. The larger window is just large enough to expose one segment of the programmed material as the student moves it through the machine. The student reads the item, which both gives information and calls for a response. He records his response and pushes a lever which moves it behind a transparent window where it can be seen but not altered. At the same time, the correct answer appears and the student compares it with his own. If it is correct, as it usually is, he is reinforced by that knowledge. Correctly an-

<sup>1</sup>Mrs. Ikenberry wrote this paper while a graduate student in Education at Michigan State University, East Lansing.

swered items are automatically restricted from further appearance at the window.

The heart of the teaching machine is its program. Without it the machine is useless. At this time, however, less than a dozen fully tested programs have been made available. Some authorities believe one must be a master psychologist as well as being thoroughly steeped in the content material to be able to formulate a good program.

The preparation (programming) of the subject matter requires first a determination of the desired behavior. This could be in reading, "How to make plurals of words ending in 'y.'" Resource material is gathered, analyzed into its smallest components, and arranged in a sequential order. Illustrations, exceptions, and opportunities for practice, review, and testing are inserted as are clues to correct responses. The material is then written in very small steps, each requiring the student to make a response. Each step is so small that it can be taken easily, thus moving the student closer to the desired learning behavior.

Program booklets are often used to pretest teaching machine materials. They differ from workbooks in that they do not progress downward on a page, but move from item one on the top of page one (known as level one) to the next item on page two, also on level one. The student progresses through the booklet on level one until instructed to return to page one and level two. There may be 5 to 10 levels per page, and 20 to 70 pages per booklet. The booklet format provides an arrangement of items followed by presentation of the desired correct response on the next page. That is, the student reads item one, records his response on an answer sheet, turns to the next page, level one, where he sees the correct response to one side. He compares this with his own. If he has thoughtfully attended to the item, his an-

swer will be correct. This knowledge will immediately reinforce the correct response.

To perceive more fully what is meant by programmed material and to experience its effect on the student, it will be necessary to move through a sample program. The program used here is one designed to teach the forming of plurals and is presented to the child in booklet form. Because the student works without instructions from the teacher, the first several items deal with the mechanics of the booklet. The required response is merely to "turn to the next page." Following this, illustrated examples of plurals are given and the student asked "Which of these words fits the picture?"

Cover the left column until you have made a response to the item on the right.

	11. The letter 's' added to most words means <i>more than one</i> . When I put 's' at the end of most words, it means _____ than one.
more	12. An 's' at the end of the word 'books' means _____ than one.
more	13. The letter 's' at the end of 'hats' means _____ hat.
more than one car	14. More than one car are car_____.
	15. Which word fits this picture? penny                      pennies
pennies	16. Would you say that the word <i>penny</i> was changed to show more than one penny? Answer <i>yes</i> or <i>no</i> .
yes	17. Which of these words means more than one?
pennies	18. We must have sharp eyes for words ending in 'y.' Here is the word 'fly.' Look at the letter just before 'y.' What is it?
l	19. In the word 'fly' the letter just before 'y' is 'l.' Is 'l' a <i>vowel</i> or a <i>consonant</i> ?
consonant	20. When a word ends in a consonant and 'y,' we have a new way to show more than one. We must change the 'y' to 'i' and add 'es.' In a word ending in a consonant and 'y,' we change the 'y' to '—' and add 'es.'

i	21. In a word that ends in a consonant and 'y' we change the 'y' to 'i' and add 'es.'
y	22. The word 'fly' ends in 'y'. There is a consonant before 'y'. To show more than one fly, we change the 'y' to 'i' and add 'es.'
es	23. The word penny ends with a consonant and 'y'. To show more than one penny we change the 'y' to 'i' and add 'es.'
y i es	24. When we change the 'y' in penny to 'i' and add 'es' the word looks like this: pennies.
es	25. More than one penny would be: penn__es.
pennies	26. More than one kitty are kitti__.
kitties	27. More than one city are cit__.
cities	28. To show more than one pony we change the __ to __ and add __.
y i es	

The program continues until the student is able to form plurals of words ending in 'y' and 'f' independently.

The teaching machine movement is now in stages of infancy and growing erratically. Approximately a dozen institutions have investigators conducting programming research, largely at the college level. The reader is directed to a source book edited by Lumsdaine and Glaser (2) containing the results of recent research.

In New York, Carnegie, and Ford Foundation funds support a non-profit Center for Programmed Instruction (1) operating through the elementary and secondary Collegiate Schools. It is possible this Center will aid in the coordination of scattered research projects, in addition to its present function of training competent programmers. Here, Virginia Middlemas of the New York City remedial reading staff is testing material for severely retarded readers of junior high school age. Other projects there include French spelling for

sixth and seventh grades, elementary arithmetic, elementary statistics, remedial spelling, and others.

Interestingly, many researchers feel the program booklets to be as effective as the same material in a machine. Research has yet to bear this out conclusively.

Among criticism leveled at teaching machines is a concern for the gifted child. Will he not be bored with something at which he always succeeds? Some investigators are studying the possibility that programs for the gifted will include larger steps and intermittent rather than continuous reinforcement. Certainly, the teaching machine in the role of private tutor can present a student with material that is challenging to his present performance level. While the gifted child romps through his programmed materials and outward into areas of enrichment, the slow learner branches out into remedial areas.

Another concern is for creativity. Teaching machine advocates feel programmed learning to be an efficient way to conquer the fundamentals, getting them out of the way so creative thought may occur.

In the school of tomorrow it may be feasible for students to spend part of their day in private booths being 'tutored' by a machine. The prospect is both challenging and awesome. We know, on the one hand, that individualized tutoring is superior to group instruction, but whether there is transfer to life situations is more uncertain. We know that it is desirable for students to proceed at their own rate, but we do not know the relationship between advancement and experiential background.

We may conclude that the teaching machine and/or programmed learning will make a real contribution to education if the foundation of the technological advance is anchored to sound educational objectives. It would be a mistake to commit our-

(Continued on page 407)

# Research in the Teaching of English with Mass Media

With the increasing use of mass media, particularly television, for instruction in the language arts, it is essential that the research on such use be reviewed and evaluated as a guide for teachers and researchers in the area. The first section of this paper attempts this review and evaluation. Because the bulk of the recent research has been concerned with television, the focus will be upon research in this medium. The second section of this paper will attempt to demonstrate simplifications of research design suitable to studies in this area.

Until the advent of television, instructors in colleges and universities were distinguished in this field primarily by their reluctance to use any of the mass media in their classes. The rapidly rising enrollments which accompanied the maturation of television, coupled with the lure of research money from the Fund for the Advancement of Education and the U. S. Department of Health, Education, and Welfare, has caused this situation to change. For example, since 1954 the television medium has been utilized for formal campus instruction in English composition at San Francisco State College (20-p. 18), Purdue University (17), New York University (12), and the State University of Iowa (2). English literature has been taught via television at New York University (15), at Los Angeles City and Valley Colleges (10),

and at the State University of Iowa (3). Courses in speech have been taught wholly or in part by television at Pennsylvania State University (14), the State University of Iowa (3), the University of Illinois (14), the University of California at Los Angeles (3), Wayne State University (9), at Los Angeles and Valley Colleges (10), and at the University of South Dakota (18). Innumerable colleges and universities have telecast such courses to the general public.

Television programs specifically produced for language arts instruction in the public schools have been tried in Evanston (Illinois) (5), Schenectady, New York (1), St. Louis (11), Dade County, Florida (13), Washington County (Maryland) (8), Lincoln (Nebraska) (13—pp. 62-65), Detroit (13—pp. 47-51), San Diego (19), New York (13), and Oklahoma City (13—pp. 75-78). These, of course, are only a sample.

There are many ways in which we could categorize the research which has been done on the above in-school uses of television. Because the most fruitful research in the long run tends to be that which focuses upon important educational goals, we will examine recent research according to what it tells us of the ability of the television medium to contribute to the attainment of some of the major goals of language arts instruction.

## READING

In the area of reading, the research evidence indicates no consistent differences between television-aided instruction and conventional instruction for either second-

<sup>1</sup>Dr. Becker teaches at the State University of Iowa. This article is part of a series sponsored by the National Conference on Research in English, which will be published as a bulletin by the National Council of Teachers of English.

ary school or college students. Scores on a literature test for students taking a television-correspondence course in twelfth grade English in Nebraska did not differ significantly from scores for students taking the course in conventional fashion. However, significant differences were found favoring non-television students on a Mechanics of English test and an English Comprehension test (13 p. 64). In Washington County, Maryland, where reading was taught to elementary students in the first through the third grades with the aid of television and English to twelfth graders, the children *reported* that television helped them to learn better (8—pp. 17-18). At Evanston, Illinois, where television-supplemented instruction in English-speech was given to tenth grade students, the researchers reported that test scores of the experimental students on ability to read and interpret a short story were "about like the scores of a group of students with comparable I.Q. scores in regular English classes (5—p. 20). The State University of Iowa found no significant differences in the reading rate and comprehension of freshmen taught Communication Skills in part by television recordings and those taught in more conventional ways (8—p. 14). When Modern Literature was taught in part by television to college students at Iowa, no significant differences in learning were found when the television students were compared with either small discussion sections or with combination lecture-discussion sections of the course. The criterion measure was an essay examination on the knowledge and understanding of literature (3—pp. 20-21). New York University found no significant difference in the literary comprehension of students taught English partly via television and those taught in conventionally small groups (12—p. 18). In an early study in which The Literature of England was taught in part by television at New York University, the ten-

tative conclusion from a comparison of course grades was that "the A and B students profited about equally from the two kinds of learning situation; that the average and poorer students . . . may have learned better [from the televised instruction]." (15—p. 26) Los Angeles and Valley Colleges found no significant differences between students who received Introduction to Literature instruction by television and those who received it in other ways. (10—pp. 12-13).

No television studies were found which compared groups on the basis of skill in outlining, literary appreciation, or acquisition of criteria for evaluating literature or public address.

#### LISTENING

Instructional television research which seemed to consider listening as a course goal was even more sparse. At Evanston, it was found that the scores of television students on the STEP Test of Ability to Listen were not significantly different than for other English students with comparable I.Q. scores (5—p. 20). It was also reported that television did not "prevent the growth of a wide range of interests in the activities of the course" at Evanston. These activities included literature, theatre, and the media. This interest was checked by means of questionnaires and attendance at plays (5—p. 21). At Detroit, it was found that students who had received instruction in American literature by means of television scored significantly higher on a listening test than did those who received their literature instruction in a more conventional manner (13—p. 49). With freshman Communication Skills students, Iowa found no significant differences between television-kinescope students and control students on gain in listening ability (2—p. 14). In Dade County, Florida, senior high school students indicated that note-taking was more diffi-



cult at first and they had to listen more intently in television courses than in other courses (13—pp. 45-46).

None of the reported television studies indicate a concern with student gain in comprehension or appreciation of dramatic forms, or in acquisition of criteria for evaluating what is heard.

### SPEAKING

Four studies were found which were concerned with systematically testing the effects of teaching speech-making by television. At Evanston, television students made "generally adequate progress in the . . . ability to speak effectively" and "liking" for and "self-confidence in doing so." However, the television students were more often rated lower "in aspects of speaking related to content and thinking." (5—pp. 20-21). At Pennsylvania State University it was found that "there was little difference" between the grades earned by students receiving part of their basic speech course instruction by television and those receiving all of it in conventional ways (14—p. 4). At Los Angeles and Valley colleges, where experimental students in Public Speaking and Voice and Diction received one-third of their classroom instruction by television, no significant differences were found in the speech tests of these and students receiving all of their instruction in regular classes (6—pp. 12-13). At Iowa, no significant differences were found in speech ratings between students receiving the principles of communication from television recordings and those receiving comparable material from their regular classroom instructors or from readings (2—p. 14). A somewhat unique use of television for speech instruction was tried at the University of California at Los Angeles. In an effort to improve physical delivery, each student was permitted to view himself on a television monitor while delivering three

speeches. The researchers reported that "the TV monitor as employed did not lead to greater than normal progress in skills of physical delivery." (4—p. 128).

No studies involving the use of television for speech instruction have reported an evaluation of student achievement in recognizing the social and psychological factors involved in communicating with people of different backgrounds, or in knowledge or practice of discussion with its accompanying interpersonal problems. However, in regard to the latter, the researchers at Hagerstown have reported some pertinent findings from nonspeech courses taught by television to sixth and eighth graders.

A preliminary investigation of group structure was made using sociometric techniques in sixth and eighth grade classes in television and nontelevision schools. The study revealed that group structure seems to change with television resulting in fewer "isolates." . . . [The] type, frequency, and direction of participation seems to change in the television classroom. The traditional pattern of teacher-student participation, in which the classroom teacher asks questions or gives directions and the pupils respond is altered. The teacher on the television screen seems to upset this pattern. The students respond to him and then project or transfer their discussion to other students in the classroom and a natural give-and-take situation is encouraged. Some students who took little part in classroom activities prior to the introduction of television were now taking an active part in the discussions that followed the telecasts (8—p. 18).

### WRITING

More research appears to have been done on the teaching of writing by means of television than the teaching of any of the other

skills of communication. Experiments have been reported on three college and two high school courses in which at least one of the goals was the teaching of English composition. Results of an experiment with a composition course at Purdue University indicated that conventionally taught students tended to achieve slightly better ratings on their test themes than students who received two-thirds of their instruction by television. The results, however, were not consistent nor was a consistent pattern found between level of student ability [as assessed by the freshman orientation English test] and achievement in theme writing (17—pp. 12-17). At New York University, where the experimental students received three-fifths of their English composition instruction via television, inconsistent results were again obtained. When student achievement in theme writing was tested for each of three levels of initial theme writing ability, it appeared that television instruction may have been somewhat more effective for the low ability students while conventional instruction may have been more effective for the high ability students (12—pp. 16-17). In the Iowa experiment, in which somewhat less than one-fourth of the instruction in Communication Skills was by means of television recordings, no consistent differences were found between the television and non-television students in achievement in theme writing. Neither was a significant interaction found which would indicate that students of differing academic ability were affected differently by the various means of instruction (2—pp. 14-15). In the English-speech course taught partially by television at Evanston, students made "at least as high marks" on written composition tests as non-television students in the preceding year, "and at least as high and perhaps higher marks than might have been expected on the basis of I.Q. scores." (5—pp. 19-20). Only one published report was

found by this writer of a controlled experiment on the teaching of language arts in which no supplementary instruction was carried on in the school. Ninth-grade English composition was telecast to two St. Louis public schools for thirty minutes a day, five days a week for one semester. There were 122 students viewing the broadcasts as a group in one school, 146 in the other. "One experienced teacher was in each room to receive assignments and meet any unforeseen occurrences—but not to teach in the usual sense of the word. She was assisted by a college graduate who was not a professional teacher." In addition, classes of 70 and 98 second grade students viewed lessons in spelling for twenty minutes a day, five days a week, over a period of two semesters. Again an experienced teacher was in charge of each of the two rooms but did not teach. In English composition, "there was a suggestion that they [the television students] made slightly greater gains." In second grade spelling, the television and the conventionally taught students "did equally well in a test of second-grade words, but when they were tested on words considered above the usual second-grade level, the conventionally taught students did better than those in the experiment." (20—pp. 34-35)

None of the television research on writing instruction appears to have included a consideration of such criteria as the ability to evaluate one's own work, motivation to write, or what might be called "writing fright" (the counterpart of speech fright and probably at least as important a hindrance to effective communication).

#### LIMITATIONS OF EXISTING RESEARCH

Let us summarize the weaknesses in the language arts on television research to date.

In no case was there sufficient control to enable effects to be attributed to a single

cause and thus to be repeatable at will. There consistently have been more differences between the experimental groups and control groups in these studies than simply the presence or absence of television. There appears to be only one published report of a controlled experiment in which the televised instruction was not supplemented by more conventional classroom instruction, and the classroom supplementation of the electronic presentations has been different from the activity going on in the control classrooms at comparable times. Admittedly, optimum instruction by television involves a complex of factors but, in the experimental stage when we are trying to learn as much as possible about these phenomena, the wisdom of confounding these factors is questionable. Confounding the effects of the medium with the effects of supplementary activity makes it virtually impossible to determine what the effect of television per se has been. Also, because of this, where contradictory research results have been obtained, there is little chance to find the probable reasons for the differences.

Related to the failure to isolate variables has been the failure to duplicate studies with comparable goals, students, and procedures. We are dealing with laws of probability in the social sciences and it is only through duplication of experiments that we are able to increase the precision of these laws. The fact that there has been *one* instance in which college freshmen were able to recall the principles of communication as well or learned to write themes as well when they received the principles of such communication from listening to a classroom teacher or when they received them from viewing a television presentation does not permit us to generalize with confidence about the relative merits of these media for communicating, even to college freshmen. One of the axioms which we learn early in

experimentation is that anything can happen *once*. Until duplications are made, we have little chance of developing laws for this type of classroom learning.

We have no evidence yet of the effect of television instruction over a long period of time, after a student has been receiving part of his instruction in this way over a four or five year period or longer and any novelty effect has been dissipated. Presumably, some evidence on this point will be forthcoming soon from Pennsylvania State University where a large number of courses have been taught by television since 1954 (6) and from the five year study in Washington County, Maryland (8). There is some evidence scattered through the literature that students must learn to learn from television, that teachers must learn to teach by television, and that student attitudes toward televised instruction become more favorable with experience in receiving instruction in this way. All of these would seem to indicate that learning may increase proportionately with time. Whether these differences would be great enough to overcome loss of the novelty effect or whether these differences truly will be found to exist when they are isolated and examined systematically is not known at this time.

In the studies which have employed criterion measures other than simple retention tests, the kinds of measuring instruments used tend to be unreliable. This makes it extremely difficult to obtain statistically significant differences between groups, even when there may truly be such differences. For example, methodological studies have consistently shown low reliability for theme and speech ratings except in those cases where an impractical number of raters was used or where the raters were given lengthy training in rating the specific phenomenon. This may well account for some of the many "no significant differences" found in instructional television studies. To improve

our research in this area we must obtain more precise measurement, which means better measuring instruments and procedures.

Another important weakness of the research which has been concerned with using television for teaching the language arts is that some of the major goals of such instruction apparently have been ignored in the evaluations. The requirements for meaningful research in instructional television are the same as the requirements for almost any sound educational research. One must begin with course goals, plan experimental conditions which one believes will best meet these goals, and then test whether these specific goals were obtained. Too often, a decision has been made simply to use television or, having television, to use it in some particular way. We plan our procedures and content for the course and then start to worry about how to test the effect of the procedures or the retention of the content. It seems a wasteful procedure to worry about whether students can be taught some sort of behavior better via television than via some other medium until we have some knowledge, or at least some testable hypotheses, about the way such behaviors are learned. In other words, research needs to be focused on these more basic questions, how students learn or how they acquire a certain behavior pattern, before we attempt to find out whether they can learn better through one medium than another. This basic knowledge might make it clear that neither medium can provide the experiences which will aid the student to optimum learning and that a completely different medium is needed.

None of the above is meant to be a condemnation of recent research in instructional television. These investigations have contributed to our knowledge of learning and can contribute much more. The weaknesses of this research have been the weak-

nesses of the bulk of educational research. Television is an excellent means for observing what goes on in the classroom. It may prove to be the only means by which some of the more basic issues may be studied.

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(Continued on page 410)

# Using the Flannel Board with Stories

Although the flannel board is not new and has been used for many years, it is only recently that it has been thought of as a visual aid for children's literature. The flannel board can be made of a flat piece of heavy cardboard, thin plywood or composition board covered with a napped material. It is also known under such names as visual board, flannel graph, felt board, and slap board.

When objects are treated with a fuzzy or napped backing, or themselves are naturally adhesive, they may be attached to a flannel board. The principle of friction is called into play as the relatively long fibers of the flannel-like material, covering the board, causes the attached objects to cling to its surface. Some of the materials which will cling are wool, suede, felt, flannel, blotter paper, sponge, sandpaper, or yarn. Novelty papers, pictures, drawings, or other materials can also be used if a flannel or sandpaper backing is put on them. Even a pliable soft cloth like an old muslin sheet can be used. Features or details can be put on with wax crayons and then pressed with a warm iron to set the colors.

An important factor to remember is that children get a great deal of satisfaction out of making their own flannel boards and figures. They can bring in their own materials such as old felt hats.

Children seem to be fascinated by pictures which move. Their interest is aroused immediately when they press meaningful

materials of different colors, shapes, and sizes against the flannel board surface and have those materials remain in that position.

There are several things to remember about setting up the flannel board before the story begins.

1. Make sure it is adequately lighted.
2. Have the board at the eye level of the students. Perhaps the board can be placed on an easel or chalk ledge.
3. Although flannel boards used by individual children at their desks may be relatively small, it is poor planning and economy to construct or purchase a board for the classroom use that will be too small.
4. Objects used should be large enough to be seen easily by the child who sits farthest away.

There are some rules of storytelling which apply as well to using the flannel board with children's literature.

1. Tell the story simply, directly, and sincerely with freedom and ease.
2. Pace the telling skillfully—changing the tempo and using pauses.
3. Choose a story which you particularly enjoy.
4. Know the story well.
5. Build a bank of stories which you like best for use with the flannel board.
6. Use few gestures. Do not dramatize the story yourself.

Here are some hints in using the flannel board as a vehicle for children's literature.

Miss Crocker, of Flushing, New York, wrote this article as a paper in Dr. Leland Jacobs' course in Children's Literature at Teachers College, Columbia University.



1. Put the flannel board in position and arrange the cutouts before the story starts.
2. Make sure the cutouts are arranged in sequence for the story. If quite a few cutouts are used, it is advisable to group them in piles on the desk near the board. Place them face down, with the first cutout on top.
3. If this is a first time, tell the class what makes the cutouts stick to the board. By explaining before the story, you'll let the children concentrate on the story, not the mechanics.
4. Work from one side of the board. Stand at either the left or right side, whichever is most comfortable for you. Try not to walk in front of the board, so that you do not distract the children.
5. Talk to the class as much as possible, not to the board.
6. Place the cutouts on the board carefully but quickly. Take full advantage of the "showmanship" inherent in flannel boards. Don't reveal exactly what the cutout is until . . . presto! it's on the board. However, sometimes young children may want to get used to the cutouts by seeing the teacher hold them before placing them on the board.
- pieces.
4. Several children can dramatize the story as one of their classmates "tells" it on the flannel board.
5. The story can be first read to the children. Art periods follow during which pictures representing the story are drawn. Then the story is retold by the children and it is written on large chart paper and displayed. The children then cut out their pictures and small strips of sandpaper are attached to the back of each. The pictures are displayed in turn by the children. Children would enjoy putting their pictures on the flannel board and telling about them.

Usually after hearing a story once or twice, the children love to take turns telling it themselves as they manipulate the figures. Fairly large cutouts are easier for small hands to manipulate.

It is a good practice to leave the flannel board out so the children can retell the story by themselves later on. This gives them a chance to try their hand at telling the story to themselves or other classmates. Children can be helped to tell stories and incidents in proper sequence by using the flannel board. The procedure also gives time to help evaluate progress in speaking.

The care of the cutouts and board is important, too. Here are some pointers to remember:

There are a variety of techniques for storytelling with the aid of a flannel board.

1. A sequence-by-sequence presentation can be used. As events in the story develop, the figures are placed on the flannel.
2. Some teachers like to have a complete display at the start of a story and then manipulate the pictures, characters, and scenery as the story is told.
3. One author suggested having children take turns reading a story and acting it out. One child would read the story while another manipulated the felt

1. Keep the cutouts packed flat and file them for storage.
2. Make certain the corners of your figures are not bent or crimped.
3. Brush up the nap of the flannel surface every month or so.

On the whole, if flannel boards are used wisely with children's literature, they can help to challenge thought and stimulate imagery. In addition, they can help to promote a love of stories and of reading.

*(Continued on page 413)*

## Pupils, Problems, and Books

Turn back the clock to eight-thirty Monday morning and imagine yourself in the first grade room. Tom comes in sobbing that his older brother never waits for him. Close on his heels is red-headed Sue who has stated definitely her dislike for red hair. Billy, the smallest boy in the class, is desperately trying to reach a book from the shelf when a vase of flowers splashes to the floor.

Change the hands of the clock to four and you see a worried Mrs. Smith leaving the first grade. She is wondering how her daughter, Alice, will accept a new arrival in the family.

And then to top off the day, Mrs. Carter—a high school teacher, sails by with the remark, "You're lucky to be a first grade teacher. Your problems are all so minor!"

"Minor problems!" fumed Miss Blair as she tripped hastily to the library.

Miss Blair knew what she was after as she headed directly towards the shelves which housed the books for young children. Her first discovery was *Wait for William*, by Marjorie Flack.

"Just the book to read to the class," thought Miss Blair. "This should make Tom feel better! Also, it should help the other children to be more considerate of their younger brothers and sisters."

Like Tom, the hero of the story was left behind while his older brother and sister rushed on to view the circus parade. But William was the envy of all the children when he rode past them on the elephant's back. The next time William stopped to tie his shoe, the boys and girls waited for him.

Children need not only to learn tolerance towards younger brothers and sisters but

also towards children of other races. More progress needs to be made in the direction of enlarging the scope of children's acceptance of people. *Two Is a Team*, by Lorraine and Jerrold Beim, is a story about two boys who made a scooter. No reference is ever made to the fact that Ted is colored and Paul is white. Another book which depicts the family life of the Negro is *My Happy Days*, by Jane D. Shackelford. *My Dog Rinty*, by Ellen Tarry and Marie Hall Ets, pictures the life of a happy middle-class Negro family. Children who have pets will feel a oneness with David who is distressed because his dog must be sold. The words "Negro" and "colored" are never mentioned in the story.

The reading of *Surprise for Susan*, by Kathryn Hitte, might well prepare the way for Alice's acceptance of a new baby sister or brother. Some children who have enjoyed the spotlight of being the only child in the family might not be so anxious to share the attention with a little newcomer. The surprise for Susan turned out to be a baby brother which she welcomed.

When Miss Blair discovered *I Like Red*, by Robert Bright, she immediately thought of Sue who disliked her red hair. In the story Janey declares, "You can always tell which is me—hiding—walking—running—because my hair is red. I like red."

Some children feel concerned because they are taller or shorter than others in the class. Jerrold Beim's *Smallest Boy in the Class* is about Tiny, although his name was really Jim. It seemed as though Tiny had to show off because the others were bigger than he was. Then one day Tiny showed that he had the biggest heart of all. After that, he was called by his real name, Jim, instead of Tiny.

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Boys and girls sometimes have to be reassured that they are growing. In *The Growing Story*, by Ruth Krauss, the little boy realized that the grass, flowers, chickens, and puppies were growing. But he still kept wondering. "Will I grow too?" Then one day the little boy tried on his last year's clothes. He cried, "My pants are too little and my coat is too little. I'm growing too!"

Another problem which is common to many children is their fear of the dark and especially noises which they hear at night. Children who have had such experiences will appreciate Sherri's feelings in *Noise in the Night*, by Anne Alexander. Sherri heard noises that she couldn't identify night after night. She kept the family awake trying to locate the noise until they were all quite upset from lack of sleep. The night noise turned out to be a great surprise, not only to Sherri, but to her parents as well.

Part of growing up is learning to face and solve one's problems. Miss Blair, the first grade teacher, was well aware of some of the difficulties her pupils faced. She knew that these were the critical years for

establishing patterns of human relationships. Many teachers have discovered that primary children learn through very simple stories that others may have similar problems. The manner in which the problem is solved enables the child to see his own difficulties from a wholesome point of view. Thus, literature becomes a framework which provides the child ways of working out his own particular problem.

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## TEACHING MACHINES

(Continued from page 397)

selves to a highly developed machine and construct programs to fit it. Rather, programs must be developed by studying learning behavior, determining the most effective means of obtaining the desired

goals, and then devising machines to fit the programs.

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# How Many Children Are Successful Readers?

Much has appeared in current publications regarding the large numbers of children who are unsuccessful in their reading. Occasionally we obtain evidence that comparatively large numbers of children do read with success. This investigator would like to present such evidence.

I recently concluded a study of fifth grade children in three communities, one representative of a low socio-economic level, one representative of a middle, and one representative of a high socio-economic level.<sup>1</sup> All of the children were given the Stanford Reading Test, the Iowa Silent Reading Test, and the Otis Test of Mental Ability.

Reading success was defined as a reading age (RA) on the Stanford Reading Test equal to or above the Mental Age (MA) on the Otis Test. Because scores on the Iowa Silent Reading Test were excessively high, giving over one-third of the children

in this study reading ages of 18 years or more, it was determined not to use these scores.

Four hundred and six children were tested, and 362 were found to be reading at or above their mental age level, using mental age scores on the Otis Test and reading age scores on the Stanford Reading Test. This number of successful readers represented 89 per cent of the total group of 406 pupils. Thirty-four pupils or 9 per cent of the 363 children were reading just at their mental age.

Seventy-two children of the total group of successful readers were subjected to further study, which included tests of personality, pupil questionnaires, and parental interviews. These pupils were selected by a procedure of random stratified sampling, using an even number of boys and girls. Scores on the Otis Test were grouped according to dull, average, and superior range. The dull range included children with I.Q.'s ranging from 96 to 105, the average range included children with I.Q.'s from 106 to 120, and the superior range included children with I.Q.'s from 121 to 130.

<sup>1</sup>Louis E. Rath, *Student Status and Social Class*. Bronxville: Modern Education Service, 1951, p. 16.

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RANGE OF SCORES FOR READING AGE, MENTAL AGE, AND CHRONOLOGICAL AGE OF 72 CHILDREN SELECTED AT RANDOM FROM 363 FIFTH GRADE PUPILS WHO WERE SUCCESSFUL IN READING

Age	Reading Age (R.A.)	Mental Age (M.A.)	No. Months R.A. Exceeded M.A.	Chronological Age
Range	10 yrs. 3 mos. to 16 yrs. 2 mos.	9 yrs. 6 mos. to 15 yrs. 3 mos.	None to 34 mos. above M.A.	9 yrs. 7 mos. to 12 yrs. 0 mos.
Median	13 yrs. 5 mos.	12 yrs. 5 mos.	9 months	10 yrs. 9 mos.

The median reading age on the Stanford Reading Test was 13-5 with a range of 10-3 to 16-2, or 71 months. The median mental age on the Otis Test was 12-5, with a range of from 9-6 to 15-3, or 69 months.

Hughes<sup>2</sup> found that at both the third and fourth grade level, girls surpassed boys in reading comprehension by half a school year. This difference was statistically significant at the .05 level. Various other researchers have found evidence supporting the finding of Hughes. Contrary to what has been found by many investigators, this research revealed that the boys were better readers than the girls. The median number of months by which the reading age exceeded the mental age was 11 for the 36 boys and 6 months for the 36 girls. Of the 72 boys and girls, thirteen had a reading age two or more years above their mental age.

While twenty of the 36 boys had reading ages 10 or more months above their mental age, only fourteen girls had reading ages 10 or more months in excess of their mental age. The reading age exceeded the mental age by zero months (R.A. equal to M.A.) to 34 months.

The median chronological age was 10-9, with a range of 9-7 to 12-0.

In the light of evidence that many children are unsuccessful readers, it was indeed reassuring to note that in the present investigation so many of the children were successful readers. For Betts<sup>3</sup> states that "from 8 to 25 per cent of the children in the public schools were reported in 1936 as having difficulty in learning to read."

Traxler<sup>4</sup> adds, "In most schools, from 10 to 25 per cent of the children are two or more grades retarded in reading achievement, as measured by standard tests, by the end of the elementary school."

This writer found that only 11 per cent of the children in the fifth grades of three different communities were reading below their mental ages. Appropriateness of materials and methods employed in teaching these children may account partially for their retardation.

An analysis of the 72 case studies justified several conclusions:

1. Successful readers were distributed in fairly even proportion in each of the three communities, suggesting that reading success and socio-economic status were not related. This finding agrees with that of Ladd,<sup>5</sup> who found a very low correlation (.16) between reading age and scores on the Sims Socio-Economic Score Card. Preston's<sup>6</sup> investigation also confirmed previous studies on the lack of significant relationship between socio-economic status and reading level.
2. This study revealed that there were more boys who read above their mental ages than there were girls who did, although the difference was not significant.
3. Children who were read to in their early childhood by their parents on a regular, sustained basis tend to achieve success in reading.

<sup>4</sup>Arthur E. Traxler, "Research in Reading in the United States." *Journal of Educational Research*, Vol. 42, No. 7, March, 1949, p. 496.

<sup>5</sup>Margaret Rhoads Ladd, "The Relation of Social, Economic, and Personal Characteristics to Reading Ability." *Teachers College Contributions to Education* No. 582. Bureau of Publications, Teachers College, Columbia University, 1933.

<sup>6</sup>Mary I. Preston, "The Reaction of Parents to Reading Failures." *Child Development*. X, No. 3 (September 1939), p. 173.

<sup>2</sup>Mildred C. Hughes, "Sex Differences in Reading Achievement in the Elementary Grades," *Clinical Studies in Reading*: II, 102-106. *Supplementary Educational Monographs*, No. 77 Chicago: University of Chicago Press, 1953. Pp. X-189.

<sup>3</sup>Emmett A. Betts, *The Prevention and Correction of Reading Difficulties*. Row, Peterson & Company, Evanston, Ill., 1936, p. 299.



4. Children who were successful in reading came from homes which were emotionally integrated units. The family constellation was intact. Members of the family enjoyed playing and working together.
5. Children who achieved success in reading were well-adjusted both socially and emotionally. They did not, however, have any distinct personality pattern, as revealed by test data.
6. Those children who were successful in reading came from homes which placed an emphasis on reading. These homes provided stimulation for the child to read materials of a varied nature.
7. Success in reading is the result of many factors. Any single factor, such as a lack of reading materials in the home, does not in itself prevent a child from achieving success in reading. However, a whole range of characteristics and environmental factors appearing in combination enable a child to become a successful reader.
8. Reading success and intelligence has a correlation of .69, a significant coefficient of correlation, and one which agrees with that generally found in the literature.

Some of these factors, such as parental attitudes toward children's reading may be modified through a program of parental education. Others, such as home environment, reflect the socio-economic status of the family, and are much more difficult to modify. Just being aware of these influences upon children's reading, however, enables us to deal more effectively with children as we strive to help each child achieve success in reading.

#### RESEARCH IN THE TEACHING OF ENGLISH WITH MASS MEDIA

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# Let's Have a Class Newspaper

"There's *my* name!"

"Did you read about me in the paper?"

Surely there is no better way in helping a child gain a feeling of self worth, and, at the same time, teach language than by having a class newspaper. Class newspapers have a definite advantage over a school newspaper because every child in the room can (and should) be used on the staff and his contribution is needed to provide sufficient material for a good issue.

The class newspaper, if published once a month, provides the basis for purposeful learning in grammar, sentence structure, and punctuation. It is wise to publish the news articles as children write them with corrections made only in spelling and paragraphing. Children become so interested in what they are writing that they forget to arrange the material in paragraphs, and we can hamper free expression in writing if spelling becomes a burden to the child. Children vitally interested in their newspaper seek ways to write clearly—"that doesn't make sense," initiates a study of sentence structure with everyone scrutinizing his own article and those written by others. Remember, too, that we have a double advantage here—children are as interested in the accuracy and clarity of articles written about themselves and their activities as they are in the articles to which their name is attached as a reporter. This is the potency of intimacy and interest in teaching!

Sometimes it is incorrect punctuation or grammar that is more at fault than inaccuracies in sentence structure which chil-

dren can be helped to detect. Practice in correcting this is done with much more earnestness than abstract drill because a *need* is felt.

How, then, do we begin a class newspaper? Interesting the children in their own publication is easy, but remember that children are do-ers so be prepared to begin the actual work the day you discuss it, allowing at least 40 minutes of uninterrupted work the first day in addition to planning time. You might begin by having the children choose the articles that they wish to appear in the newspaper. List these across the chalk board as the children dictate them:

*Comics    World News    News About Us  
Sports    Science    etc.*

It is advisable, especially when starting a class newspaper to list suggestions briefly under each topic so the children have an idea of things about which they can write if they choose that subject.

With this done, it is time for the children to choose the articles about which they wish to write. Several children at a time will go to the chalk board to write their name under their selection. When everyone has done this, there should be a brief discussion to be sure everyone is satisfied with his choice.

Sometimes a number of children sign up for the same topic. The teacher can subtly direct interest to another topic and at the same time point out the fact that if too many choose one news article, there is little for any one reporter to write about. The two most popular topics are generally the comics and the art work used for the illustrations of the articles and advertisements. Usually the children will decide that

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if a member of their group has had an opportunity to choose the art work or comics one month, he should in all fairness choose another topic so that everyone may have a turn.

Before the work period begins, it is well to follow these suggestions:

1. Be sure that every child has chosen an article.
2. Have small pieces of paper cut so that when a child asks you to spell a word, you can jot it down quickly as you move from group to group.
3. If you think the children might list *News About Other Rooms*, arrange beforehand with the teachers of these classrooms to state a time when the children can come in. Perhaps they might assign a child in their room to give the news to the reporter orally. If these teachers want the reporters to come at a specific time, it would be well to have the language period at that time so these reporters can get their news while the others are working on their articles.
4. Several children may be working on one article. Take a few minutes to help them divide the work unless they have already done so. For instance, if three children have signed up for *Sports*, you might want to ask one of the children what phase he is taking. If he says he is going to take national sports news, another child might

write about the local sports news, while a third child would report on the games played at school during the noon hour and recess periods.

It is of extreme importance that *every child's work appear in the newspaper*. Do not choose the best articles or have the children attempt to do so. Rather, *let each child choose a phase of the topic and use the material he and his fellow reporters have written*.

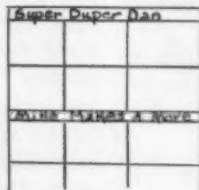
Much of the success of the work period will result from the degree to which you anticipate the needs of the children:

1. Take the morning newspaper to school with you for the children who might choose *World News*. They will not copy the articles, because this would be plagiarism, but they could use the news to give them ideas. Excellent use can be made of children's news publications used in reading class. One of the most delightful things about a class newspaper is the candid and refreshing way in which children interpret the news.
  2. Have the hectograph sheets ruled into sections for the children doing the comic strips because they usually complete the sketches of their drawings before the reporters finish their articles, and they can begin their final drawings on the hectograph sheet.
- ALL COMICS MUST BE ORIGINAL.**

Front Page Layout



Comic Sheet Layout



Ad Sheet Layout



Be sure to leave time for an evaluation period at the end of the first work hour so that you can see how all the children are progressing. Too, it is wise to have the children working on a given article come to the front of the room and quickly read what they have written. The other children may make comments or suggest corrections if they wish. A class official in charge of calling on the various groups frees the teacher so that she can note the groups or individuals who might need help in the next work period.

The typing might be done by a room mother, because it is time consuming. If this is impossible, it would take the classroom teacher several hours to type the monthly publication which is an economical use of time when it is remembered that

this will serve as the nucleus for the language work for an entire month.

It is well to set a deadline at which time all articles must be in, and it is easy to help children understand and appreciate the purpose of the deadline. Everyone in life has deadlines to meet. If not met, the articles do not appear in the paper.

Usually the children want to read the newspaper silently from beginning to end when they receive the finished product, whether hectographed by a committee or by the office staff. Ideally, the newspaper is written and published in one school week so the children can see the results without a week end intervening. Then follow the days of language work during which time they find mistakes and strengths in their writing.

## USING THE FLANNEL BOARD WITH STORIES

(Continued from page 405)

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## MINIMUM STANDARDS FOR PROFESSIONAL TRAINING OF READING SPECIALISTS<sup>1</sup>

*A Guide for Teachers and Administrators  
State and Provincial Departments of Education  
Teacher-Training Institutions  
Certifying Agencies*

# The Need for Establishing Standards

Until recently, reading was considered to be a rather simple process which should be learned in the early grades. We have now come to recognize it as a more complex act that develops with an individual from kindergarten through formal schooling and into adult life. As a result, the demand for trained personnel in reading at all levels has increased tremendously. With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a trained reading specialist should undertake has become a very real one. One means of preventing such occurrences is by establishing minimum standards for the professional training of reading specialists.

The reading specialist may be designated as that person who works directly or indirectly with those pupils who have failed to benefit from regular classroom instruction in reading, and/or who works with teachers and administrators to improve and coordinate the total reading program of the school. For these persons, spending the majority of their time in remedial, corrective, or accelerative reading activities, the following standards should be considered

minimal. It is recognized that many positions, such as those of consultant, supervisor, director, and clinical worker, necessitate training and experience beyond the minimum standards set forth herein.

### Minimum Standards for Professional Training of Reading Specialists

I. A minimum of three years of successful teaching and/or clinical experience.

II. A Master's Degree or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:

A. A minimum of 12 semester hours in graduate-level reading courses with at least one course in 1 and 2, and 3 or 4:

#### 1. Foundations or survey of reading

A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

#### 2. Diagnosis and correction of reading disabilities

The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

<sup>1</sup>Prepared by the Committee on Professional Standards, International Reading Association, Charles T. Letson, Chairman. Additional copies may be obtained by writing to Dr. Letson at the Reading Consultant Services, 315 Whitney Avenue, New Haven, Connecticut.



3. Clinical or laboratory practicum in reading

A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.

4. Supervision and Curriculum in reading

A study of selected curriculae and the planning of a sound school curriculum in reading; an understanding of the functions and duties of the reading supervisor or consultant and the effective ways of implementing them.

- B. At least one graduate-level course in each of the following content areas:

1. Measurement and/or evaluation

A course which includes one or more of the following: principles and practices of test construction and the selection, administration, scoring and interpretation of group standardized tests; nature, theory, function and use of individual intelligence tests; theory, function and use of tests of personality.

2. Child and/or adolescent psychology or development

A course which stresses how children and/or adolescents mature and develop with emphasis upon school activities and their relation to normal, healthy development.

3. Personality and/or mental hygiene

A course which includes one or more

of the following: the nature, development and patterns of personality and methods of change; personality theories and their contributions to understanding the dynamics of personality; integration of psychological knowledge and principles and their relation to mental health; etiological factors, differential diagnosis and methods used in the correction of behavior problems.

4. Educational psychology

A course which includes one or more of the following: study of behavior, development, school environment, conditions for learning and methods of assessment; theories of learning and their implications for classroom practices.

- C. The remainder of semester hours in reading and/or related areas. Courses recommended might include one or more of the following:

1. Literature for children and/or adolescents
2. Organization and supervision of reading programs
3. Research and the literature in reading
4. Foundations of education
5. Principles of guidance
6. Nature of language
7. Communications
8. Speech and hearing
9. Exceptional child
10. Or any additional courses under II A and II B

# The NCTE Research Foundation

## AN ANNOUNCEMENT

At its Golden Anniversary Convention in Chicago in November, 1960, the National Council of Teachers of English through its Board of Directors accepted a revised constitution of the Council, containing this provision:

"The Council shall establish and direct an educational foundation, the purpose of which shall be the financial support of research studies in English teaching, as well as other Council activities of the kinds enumerated in Article III (Objectives) of this Constitution.

"The name of this Foundation shall be The Research Foundation of the NCTE, Established in Honor of J. N. Hook.

"Management of the Foundation shall be vested in seven Trustees, none of whom shall be at the same time members of the Executive Committee, and whose decisions shall be subject to approval by the Executive Committee." Five of the trustees are elected by the Council Board of Directors to serve three years (after the staggered arrangement of the first group has been accomplished) and two are appointed by the elected trustees for terms of from one to five years.

The nominating committee of the Council having prepared a slate, the Directors elected by written ballot the following trustees, for terms indicated by the year of termination.

Karl W. Dykema,	
Youngstown University	1961
Porter G. Perrin,	
University of Washington	1962
Louise M. Rosenblatt,	
New York University	1962

Helene W. Hartley,	
Menlo Park, California	1963
Robert C. Pooley,	
University of Wisconsin	1963

At the first meeting of the elected trustees, held in Chicago, March 10-12, 1961, all were present, and were joined by Harold B. Allen, President of the Council, and James R. Squire, the Executive Secretary, who will serve as secretary of the Foundation. The elected trustees chose Robert C. Pooley to serve as chairman of the Foundation for a term of two years, and appointed two directors, whose term was set at one year, commencing November 25, 1961. Appointed to the Board of Trustees by this means are:

Oscar Haugh,	
University of Kansas	1962
Theodore Hornberger,	
University of Pennsylvania	1962

The Board is happy that both have accepted the appointment.

Obviously the first task of the Foundation was to define its functions and to set in action procedures to carry them out. Two principal functions of the Foundation emerged:

I. To secure from all possible sources financial support for research in the teaching of English, and so to administer such moneys as to bring to the Council the benefits of increased knowledge through research.

II. To receive and act upon proposals for research, including activities which promote research, and to secure for the Council the highest value possible from the allocation of funds.

# Nationwide English Contests

- GRAMMAR
- VOCABULARY
- SPEECH
- CURRENT EVENTS
- SPELLING
- COMPOSITION
- LIBRARY SKILLS
- FOREIGN LANGUAGE

**Please Note:** These contests are not sponsored by NCTE but by Educational Stimuli under the direction of Donald R. Honz.

## EDUCATIONAL STIMULI'S NATIONWIDE ENGLISH EXAMINATIONS

The universal problem of getting students to review is partially solved by having your students participate in a competitive examination where they have a chance to see how they measure up to students from other sections of the nation. You will be amazed at their renewed interest. Even the average students will strive to do better. Here is a real opportunity to vitalize your teaching.

These are not contests as such but examinations to give teachers of English an opportunity to find their students' weak points, to build up interest in the study of English and, primarily, to motivate the students to review on their own, thereby saving valuable class time.

Many teachers are content to administer the same standardized English examinations to their students each year to determine where they rank. These same teachers unconsciously drill their students to meet the requirements of these tests. As a result, their students do quite well. This is not possible with the ANNUAL NATIONWIDE EXAMINATIONS, for no one sees them until the day on which they will be administered.

Also, standardized tests do not motivate the students since there is no competition and no awards are granted. Competition on a nationwide level with an opportunity for the students to earn awards is the answer if you really want your students to grow in their study of English.

Students will be ranked on a percentile basis which means that you will be able to determine the exact percentile ranking of each of your students. This will enable you to see how your students performed in relation to students from other parts of the nation, for these percentiles will be based on the scores of all participating students. Last year over 300,000 tests in several subject areas were sent to schools in every section of the country.

The examinations have been constructed so as to make the students think. They are a real challenge. When the students are cognizant of this, they become more zealous in their preparation. I am sure that once your students have had the experience of participating in these examinations, you will notice a marked improvement in their grasp of fundamentals. The examinations may contain several points that you have not covered but if the students have mastered what you have covered, they should do quite well. The examinations are of the objective type so as to be more extensive. The time limit for each of the examinations will be 40 minutes.

The examinations are being offered to students on grade levels 4-12. Be sure to indicate on which level your students are participating. The same test is administered to students on all levels. For example, a seventh grader would take the same grammar test as a twelfth grader. Naturally, the examinations will be more difficult for students on the elementary level. It is believed, however, that if students are exposed to such examinations in the lower grades, they will develop an interest in language at an early age, thereby giving them more opportunity for development. Of course, percentiles are set up for each grade level, so your students will be competing against students only on their own grade level.

In regard to awards, those students having a percentile ranking of 80 or higher will receive a certificate of merit stating their achievement. Those students in the 98th percentile or higher will receive a SPECIAL certificate acknowledging their outstanding showing. The FIVE schools that report the greatest number of students in the 98th percentile or higher will be awarded a beautiful plaque. This total will comprise students on all levels and in all six testing areas, that is, grammar, spelling, composition, vocabulary, speech and library skills. In other words, it would be to a school's advantage to enter students on all levels and in all six testing areas.

In order that I may keep the expenses down to a bare minimum, I have decided to let each teacher correct his own tests. I think that this will be more satisfactory, for it will afford the teacher an opportunity to see where his students are having trouble. The results (certified by your principal) will be forwarded to this office for processing. You will receive the results of the examination and your awards before the end of the school year.

Tear out and file for ready reference.

Tear out and file for ready reference.

Your tests will be sent from this office in March. You may administer the examinations any time through April. You need not administer these examinations in one day, that is, you may administer the grammar examination on one day, the vocabulary examination the day after, etc. You might want to administer one examination each week. The point is that you will have the whole month of April to administer any one or all six of the examinations.

I will have to request that you enter a minimum of 25 students in any one of the examinations. For example, if you decide to enter your students in the spelling and grammar examinations, you must enter a minimum of 25 students in each of the two areas. It would be ideal if you would enter all your students.

The fee will be \$.10 per student in each test area. For example, if you wanted to enter a student in the spelling examination only, the fee would be \$.10 but if you wanted to enter a student in two areas, the fee would be \$.20, three areas, \$.30, four areas, \$.40, five areas, \$.50, six areas, \$.60.

### NATIONWIDE GRAMMAR AND PUNCTUATION EXAMINATION

Here is an opportunity to vitalize your grammar sessions. The Nationwide Grammar Examination consists of two basic sections. They are: (1) Grammar-Basic and Advanced (2) Punctuation and Capitalization.

Copies of previous examinations are available in quantity with key and norms from this office at \$.05 each. With the norms you will be able to compare the scores that your students achieve with those that were made in previous grammar examinations by students from all parts of the nation. These examinations are very good for review. They will allow your students to make a more efficient preparation for this year's examination, for it will follow the same pattern. You should order these practice tests now so your students can begin preparing early in the school year.

Another valuable aid which will help your students prepare for this year's Nationwide Grammar and Punctuation Examination is a booklet containing previous examinations. Accompanying these tests are the keys and percentile tables. With this booklet the student will be able to conduct his own review, for in the back of the booklet are the rules which are covered in each of the examinations. These are referred to by numbers after each answer in the key. The student takes one of the tests, corrects it and then refers to the percentile table to compare his score with those made by students from every section of the country. Finally, he checks on the rules of the items that he missed. He then has this booklet for ready reference the rest of the year. These booklets are available at \$.50 each.

Since all six examinations are to be administered in the same manner, please refer to the above section for full details concerning deadline, awards, fees, etc.

### NATIONWIDE SPELLING EXAMINATION

Here is something that has been needed for a long time. It gives you an opportunity to get your students really interested in spelling.

This examination will be set up like the typical standardized spelling test. The students will have to correct misspelled words, discover misspelled words in sentences, etc. Words that the students would not ordinarily use in their writing will not be employed in this spelling examination. Words that are commonly misspelled on all levels, that is, spelling demons, will make up the examination. Even students on the fourth grade level will know the meanings of these words. Using big or unfamiliar words would cause even the excellent speller to misspell. The examination is very practical from this standpoint.

A list of words for which the student will be held responsible is available. It would be a good idea if each of your students kept one of these word lists in his notebook so that he could begin preparing immediately for this year's examination. These lists are available in quantity at \$.05 each. Copies of previous spelling examinations are available in quantity at \$.05 each. These tests serve as excellent spelling drills. A booklet of previous spelling examinations with keys and norms is available at \$.35.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

### NATIONWIDE COMPOSITION SKILLS EXAMINATION

This examination will test your students on their knowledge of writing skills such as recognizing faulty constructions, effective word order, wordiness, writing techniques, etc.

Previous composition examinations are available in quantity with key and norms at \$.05 each. A booklet of previous composition examinations with keys and norms is available at \$.35.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

## NATIONWIDE VOCABULARY EXAMINATION

One of the things the English teacher should constantly be working on is word study. A large vocabulary enables the student to read, write and speak more effectively. Merely giving the students lists of words to look up and then use in sentences will not help the student to any great extent nor will it develop his interest. There must be some systematic attack on words such as the study of roots, prefixes, suffixes, etc. in other words, you must attack the study of words from every possible avenue.

All words that will appear in this year's examination are on a word list that you may obtain for your students. If your students master these words, they should do quite well on the examination. These word lists are available in **quantity** at \$.05 each. Copies of previous examinations are available in **quantity** at \$.05 each. A booklet of previous vocabulary examinations with keys and norms is available at \$.35.

The Annual Nationwide Vocabulary Examination will not be an ordinary examination, that is, just like the run-of-the-mill standardized test. It will be a real challenge to your students and will be cleverly devised to find out whether your students have merely memorized the word list or really studied them to the point of understanding each word.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

## NATIONWIDE LIBRARY SKILLS EXAMINATION

It is surprising how many students enter college without adequate knowledge in the use of the library. This examination will motivate your students to become more efficient in these skills. It will test your students on the use of the card catalogue, encyclopedia, Readers' Guide, etc.

Students may prepare for this examination by working out library and dictionary units which are available from this office in **quantity** at \$.05 each. Also available in **quantity** at \$.05 each is a term paper guide. Copies of previous library skills examinations are available in **quantity** at \$.05 each.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

## NATIONWIDE SPEECH EXAMINATION

This examination will test your students on their knowledge of the correct pronunciation of troublesome words, mechanics (eye contact, gesticulation), oral composition, etc. Students will not be expected to know technical terms such as the make-up of the speech mechanism, theories, etc. Copies of previous speech examinations are available in **quantity** at \$.05 each.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

## ENRICH YOUR TEACHING WITH HELPFUL TEACHING AIDS

Here is what you've been looking for! Materials designed to promote interest in the study of English. Since space does not permit a description of these materials, I am offering all the materials in one package for \$7.00. I am sure you will find them most helpful. You need only pay for those aids which you can use; you need not even return the others. I will take your word. Included in this package of aids are: theme topics, library unit, dictionary unit, short story unit, guide for writing a term paper, tongue twisters, speech activities and many others. Over 30 different aids are included in this package. How can you possibly lose on this offer!

## DYNAMIC TAPE RECORDINGS FOR ENGLISH

In order that I may acquaint you with some of the outstanding tape recordings that I have in the field of English, I am making the following offer: A series of six of our most popular programs (nearly three hours of program time) which include: "Tale of Two Cities" starring Brian Aherne and "Macbeth" for \$10.00. Here again I am so sure that you will like at least one or two of these programs that I request you remit for only those programs that you honestly think you can use. You may do what you will with the rest of the programs. I now have a total of 23 programs.



# DONALD R. HONZ

Director, Educational Stimuli, 2012 Hammond Avenue  
Superior, Wisconsin

If you are planning to enter this year's examinations, please indicate below your number of entries for the various grade levels as we would like to know as soon as possible how many copies will have to be printed. You need not remit until you receive the tests. This will be some time in March or early April.

## Grammar—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Grammar Tests Desired (at \$.10 each) Total \$

## Spelling—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Spelling Tests Desired (at \$.10 each) Total \$

## Composition—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Composition Tests Desired (at \$.10 each) Total \$

## Vocabulary—

7th 8th 9th 10th 11th 12th

Total Number of Vocabulary Tests Desired (at \$.10 each) Total \$

## Library Skills—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Library Skills Tests Desired (at \$.10 each) Total \$

## Speech—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Speech Tests Desired (at \$.10 each) Total \$

## Current Events—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Current Events Tests Desired (at \$.10 each) Total \$

Grand Total For Tests \$

## Teaching Aids

Please check the items listed below that you desire. Please do not remit until you receive your order. With the exception of the first six items, the price of each item on this order blank is \$.25 for the first copy and \$.05 for each additional copy.

	Quantity	Total
Package of English Aids (\$7.00)		\$
Series of English Recordings (\$10.00)		\$
Booklet of Previous Grammar Examinations (\$.50)		\$
Booklet of Previous Spelling Examinations (\$.35)		\$
Booklet of Previous Composition Examinations (\$.35)		\$
Booklet of Previous Vocabulary Examinations (\$.35)		\$
Word List for Vocabulary Examination (\$.25)		\$
Spelling List for Spelling Examination (\$.25)		\$
Term Paper Guide (\$.25)		\$
Dictionary Unit (\$.25)		\$
Library Unit (\$.25)		\$
1959 Spelling Examination (\$.25)		\$
1960 Spelling Examination (\$.25)		\$
1961 Spelling Examination (\$.25)		\$
1959 Composition Examination (\$.25)		\$
1960 Composition Examination (\$.25)		\$
1961 Composition Examination (\$.25)		\$
1959 Vocabulary Examination (\$.25)		\$
1960 Vocabulary Examination (\$.25)		\$
1961 Vocabulary Examination (\$.25)		\$
1957 Grammar Examination (\$.25)		\$
1958 Grammar Examination (\$.25)		\$
1959 Grammar Examination (\$.25)		\$
1960 Grammar Examination (\$.25)		\$
1961 Grammar Examination (\$.25)		\$
1961 Library Skills Examination (\$.25)		\$
1961 Speech Examination (\$.25)		\$
Details Concerning Foreign Language Contests		\$

Grand Total For Aids \$

Ship To:

The Board of Trustees decided that for the present it would carry out these functions (A) by instituting an analysis of the sources of support with such expert advice as can be obtained; (B) to begin the support of research work in types of activity such as the following:

1. *To make a limited number of grants-in-aid to individuals* to carry on research projects in the materials, methods, and curriculum patterns in English at any level of instruction.

2. *To plan and provide financial support for one or more series of parallel studies* in the teaching of English. The basis may be a study already made or one to be made. The procedure will be to carry on studies by identical methods in several comparable but quite different school situations to see whether the results may be regarded as generally useful for the profession, or qualified in some way, or discarded. Quite frequently research studies report a single experience or experiences in a single situation without the benefit of parallel studies leading to broader general applications.

Individuals may suggest specific projects for such parallel study to the Trustees, who, if they approve, (a) will then assist in selecting a group of institutions and directors for carrying out the procedures; (b) will support the actual research or contribute to its support; and (c) will provide for the synthesis of results.

3. *To initiate and support a study of significant goals and profitable methods of re-*

*search* in English and in the teaching of English. This activity should involve a rigorous examination and evaluation of some existing studies in English and other fields to discover concrete examples of successful research. The Foundation would further institute group discussions and symposiums, including scholars from related and complementary disciplines, to explore goals and methods for the purpose of freeing the profession from too narrow or routine acceptance of subjects and methods, and to provide leadership in encouraging appropriate, varied, and fruitful research. To accomplish these goals will require the release of time and provision for the meeting of a group of mature, philosophical and imaginative leaders from within our own group and from related fields.

Members of the Council who are interested in the furthering of any of these research activities are invited to correspond with the chairman of the Board of Trustees (Professor Robert C. Pooley, 102 Bascom Hall, Madison 6, Wisconsin) or with any of the other Trustees.

A form for application for a current grant-in-aid is in preparation and will be available soon from the Executive Secretary of the Council. The tentative deadline for applications for a research grant-in-aid for the academic year 1962-63 is January 1, 1962. Announcements of grants will be made before March 1, 1962, following the annual meeting of the Board of Trustees.

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# Children Do Enjoy Poetry

A sixth grade teacher can easily imagine the wrinkled noses, half-muffled groans and dejected looks accompanying the onset of a study of poetry. Pessimistic about dispelling this reaction, the teacher may reflect the attitude of his class as he teaches, verifying the children's belief that poetry is a dreary experience. This would be unfortunate since an enticing approach and a wise use of poems and activities will convince these same children that poetry is stimulating, vital and alive.

## FACE UP TO THE INITIAL PROBLEMS

Children at this age level know very little about poetry other than the hearsay gathered from older friends. Unfortunately, most of this is bad. When asked, children will say they don't like poetry because it means memorizing something. When pressed further, they will label poetry dull, with the boys emphatically declaring that poems are for sissies. The realistic teacher must overcome both obstacles if he is to make progress with the youngsters. In attacking these problems, the teacher had best be direct. First, tell the class outright that there will be no memorization. Skills in memorizing can be developed meaningfully in other areas of the curriculum, if necessary. With the fear of memorization neutralized, proceed to prove to the children that poetry is not dull or sissified. To do this, the teacher has only to read poetry. It would be a severe tactical mistake, however, to read Joyce Kilmer's "Trees." Read, instead, "Godfrey Gordon Gustufus Gore" which, although it lacks the qualities of a

classic, will quickly gain the approval of the children.

## CONTINUE WITH HUMOROUS POETRY

You now have your foot in the door. To save yourself from quick disillusionment, continue reading humorous poetry for several days. The more the children laugh, the less apprehensive they will become. As their distrust dwindles, you will find them bringing in humorous poetical discoveries of their own. Encourage all contributions. At this point, no poem is too silly. The only real objective here is to stimulate the interest of the children.

As enthusiasm rises, broach the subject of class poetry writing, making the first attempt a co-operative effort at the blackboard. The children, after having heard many humorous poems, will find the experiment enjoyable. Don't, however, kill the urge to try their hand at this experience by discussing metre or rhyme schemes. Rather, save these important technical skills until the class has been thoroughly motivated, concentrating instead on getting a humorous poem on paper. Do not aim for quality with this attempt at writing poetry. Instead, pure enjoyment should be the goal, motivating the class for a more serious attempt in the days to come.

## INTRODUCE STORY POEMS

As the attitude of the class changes from apprehension to enjoyment, begin introducing narrative poetry. Retain the humorous strain initially with selections such as T. S. Eliot's, "MacCavity, the Mystery Cat" and Ogden Nash's, "Custard, the Dragon." Gradually, lead the class to more difficult

<sup>1</sup>Mr. Duffy is Assistant Professor in the College of Education, State University of New York, Fredonia.

poems. Preface each with any necessary explanatory remarks, making these statements as brief as possible while still conveying the needed background material. Follow the reading of each poem with discussions designed to open the door to specific corollary learnings. For example, the ability to recognize character traits can be strengthened by comparing the goat of "Casey At The Bat" with the hero of "Casey, Twenty Years Later." Emotional reactions are developed through the use of James Whitcomb Riley's, "The Raggedy Man" and Tennyson's, "The Charge of the Light Brigade," while sensory images can be strengthened through appropriate discussion of Alfred Noyes', "The Highwayman."

Continued attention should be given to poetry discoveries of the children, giving them time to share their "finds" with the class. They may want you to read their poems or the children themselves may wish to present them, either orally or through creative dramatics. Any method is satisfactory as long as they are being encouraged to read poetry on their own.

At this point, class writing of poetry should be further developed. One possibility is co-operatively to write a sequel to a poem read in class, developing these new poems from such titles as "The Capture of MacCavity, the Mystery Cat" or "The Return of Custard, the Dragon." Discussion of simple metre will be meaningful here since the children will be noticing the roughness of their attempts. At this time, some children will also begin writing poems independently. This should be praised and encouraged strongly since, through attempts to write poetry individually, they will come to appreciate the skill and talent required. Help should be given individually, according to need and ability, concerning technical problems encountered beyond the simple metre and rhyme schemes discussed with the group.

## INTRODUCE POEMS OF GREATER DEPTH

The children are now ready for poems requiring some abstract thinking. The choice of poems is very important since most poetry of this type is written for adults. The poems to be used should be edited carefully after weeding out completely those requiring too great a depth of thought. Children at this age enjoy mystery and suspense. Therefore, Edgar Allan Poe's, "The Raven" is a good one with which to start. This poem, like most of this type, requires considerable preface concerning vocabulary and setting. Once started, however, the children will enjoy the musical cadence of Poe and will be enthralled with the unusual behavior of the raven. Through discussion with the teacher, children will begin to see meaning in the poem and will volunteer explanations. The teacher should restrain, however, from imposing textbook interpretations of the poem on the children. Rather, allow them to interpret the poem as they see it, with the teacher giving suggestions and pointers to guide them. The children's enjoyment will grow, along with their ability to think critically, as the same technique is used with other great poems, such as Frost's, "The Road Not Taken," Sandburg's, "Chicago" and Masfield's, "Sea Fever." In most situations, however, care should be taken to work on these poems as a class, rather than individually, since intermediate children are limited in their ability to attack such poetry without guidance. This phase of the study, when wisely handled, will stimulate critical thought and prepare the children for a deeper study of poetry in high school.

## ENRICHMENT ACTIVITIES

Throughout the study, continuous individual reading and writing of humorous

and story poems should be emphasized. As mentioned previously, encourage the children to dramatize or in some other creative manner present the poems they have read or written. In connection with this, the tape recorder can be used to record the children's contributions for availability later as a radio program on poetry. Booklets can also be made containing the favorite poems of the class, both their own creations and selections from their reading. Drawings, dioramas and models should be encouraged as graphic means of conveying the central thought of poems. Choral reading should be utilized with poems lending themselves to group presentation. Special study groups can be formed to do research on the lives of famous poets or to delve into the various types of poetry and their characteristics. Any or all of these activities are excellent possibilities for enrichment. With so many interest areas available, each child will find that poetry holds a special fascination for him.

### THE ADVANTAGES

This approach to poetry improves significantly the children's attitude toward poetry. Through the initial selection of poems holding interest for the children, passiveness is eliminated while class enthusiasm is stimulated. With enthusiasm comes many advantages. The children are much more receptive to the study of quality poems, which improves the ability to think critically and imaginatively. Written and oral communication skills are improved through the reading and writing of poems. Discussions of poems strengthen specific reading skills, while a new perspective of history is attained through the use of supplementary poetry. Many more benefits could be added. Most important of all, however, a formerly unattractive, cultural field has been presented to the child in an exciting and captivating manner, giving him the desire to explore poetry further in the years to come.

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508 S. Sixth St.  
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## FEATURES OF THE 1961 CONVENTION PROGRAM (PHILADELPHIA, NOVEMBER 24)

The theme of the convention chosen by President Harold B. Allen is a quotation from William Rose Benet:

I fling my soul on high with new endeavor  
And ride the world below with a joyful mind.

Professor Allen writes:

In my own thinking this quotation represents the Council's beginning its second half century next December "with new endeavor" and lofty goals, and yet keeping always in mind the practical necessities and realistic conditions of the world in which we teach, "the world below," withal optimistically and cheerfully.

In support of his theme, President Allen has arranged for four outstanding speakers for the general sessions of the convention—C. P. Snow, English scientist and novelist, for the opening session Thanksgiving night; Archibald MacLeish and Sterling M. McMurrin for the Friday night banquet; and Harold Clurman for the Saturday luncheon.

Special events for the Elementary Section have been arranged by the Section Chairman, Muriel Crosby. First is the Thursday afternoon Elementary Section Get-Together, with informal discussions led by distinguished consultants. The Friday Children's Book Luncheon will feature Leland Jacobs on "Truth's Door and Book Keys." The Elementary Section meeting Saturday morning will be addressed by William A. Jenkins, new editor of *Elementary English*, who will speak on "Time That Is Intolerant."

As is customary, the first Friday morning

session deals with ideas and problems of concern to all who teach English or the language arts on any level. One, for example, is a panel led by Executive Secretary James R. Squire on ways of using the already famous NCTE report, *The National Interest and the Teaching of English*. Especially interesting to elementary teachers will be the program "Goals for Americans: What Can English Contribute?" with Mary C. Austin discussing "Implications of the Report of the President's Commission for the Language Arts Curriculum," and past president Ruth G. Strickland speaking on "What Should Be the Process of Education in Our Times?—Implications of the Bruner Report." One of the discussants is Sister Mary Richardine, B.V.M., Associate Secretary, Elementary School Department, of The National Catholic Educational Association. A featured speaker in the meeting entitled "The Classics Reexamined" is Al-

vina T. Burrows of New York University.

In the second Friday morning session, the NCTE Committee on Children's Literature—Old and New, led by its chairman, Virginia M. Reid, presents Charlotte Huck speaking on "Planning the Literature Program for the Elementary School." This address will be followed by an able panel on "Children's Experiences with Literature." Another meeting at this hour, chaired by Dora V. Smith, will consider "The Articulation of the Lower Schools." A third event of concern to elementary teachers is "The Preparation of Elementary Teachers of the Language Arts," with Constance McCullough, Carl Lefevre, Eleanor Boyce, and Louise Markert as speakers.

In the afternoon session, the International Reading Association continues the tradition of exchanging programs with the NCTE at annual conventions. IRA President William D. Sheldon and Nancy Larrick, author of *A Parent's Guide to Children's Reading*, will speak on "Challenging Issues in Reading Instruction." Another feature of this session for elementary teachers is a program on "Interpretive Arts in the Elementary School," provided by the NCTE committee on that subject. Chairman Elinor Rice Fuchs has arranged for a panel, including Winifred Ward, Tom Sinks, and Mary Burklund, the panel to be followed by a demonstration.

Elizabeth Guilfoile and her Committee on the Elementary School Book List present "The Place of Beginning Books," "The Teacher's Resources for Knowing Books," "Books for the Slow to Read," "Books about

the World of Today," and "Books to Challenge the Able," with the talks given by Miss Guilfoile, associate chairman Jeanette Veatch, Mary Belle Wright McClure, Cecilia Unsicker Randall, and Helen Renthal, respectively.

Barbara Hartsig of the Committee on Teaching Writing in Grades Four Through Eight will chair a meeting which she has arranged in cooperation with her committee on "Evaluating Writing in Grades Four Through Eight." Presentations made by Lois V. Johnson and Ellen S. Enos on problems and methods of evaluation will be discussed by a panel of experienced teachers.

Also in the afternoon session there will be an experimental conference led by Helen K. Mackintosh for Supervisors of Elementary Language Arts. Enrolment is limited and reservations should be made by writing to Dr. Mackintosh, Chief, Elementary Schools Section, Office of Education, Department of Health, Education, and Welfare, Washington 25, D. C. Reservations will be on a first-come first-served basis. Dr. Mackintosh will be supported by an able and experienced staff of experts in the field.

The program chairman is grateful to the outstanding teachers who have helped develop this program, to be distinguished participants who guarantee the success of this convention, and to the Executive Secretary, James R. Squire, and the Chairman of the Elementary Section, Muriel Crosby, for their persistent support.

Donald R. Tuttle  
Second Vice President, NCTE

# *Fifty-First Annual Meeting of the National Council of Teachers of English*

Philadelphia, Pennsylvania, November 23-25, 1961

The convention hotels will be the Bellevue-Stratford (headquarters), the John Bartram, the Sylvania, the Adelphia, the Drake, and the Benjamin Franklin. All hotels are located within a few blocks of each other. Requests for room reservations and conference registrations should be submitted on the special forms mailed to all NCTE members during late September. Additional forms may be obtained from NCTE or from the chairman of pre-registration, Milton S. Kushner, P.O. Box 6628, Boulevard Station, Philadelphia 49, Pennsylvania.

## Convention Theme:

### WITH NEW ENDEAVOR

*"I fling my soul on high with new endeavor  
And ride the world below with a joyful mind."*

—William Rose Benét

## Pre-registration:

Pre-registration saves \$1.00, as well as time. The pre-registration fee is \$3.00; registration at the convention costs \$4.00. When you pre-register, you may also reserve tickets for special meal functions. Prices are \$6.50 for the Annual Banquet, \$4.25 for the Annual Luncheon, \$4.00 for the luncheons on Friday, \$3.50 for the PRR-Affiliate Breakfast, gratuities included. The conference pre-registration forms mailed to members during late September should be sent to Milton S. Kushner, P.O. Box 6628, Boulevard Station, Philadelphia 49, Pennsylvania.

## PRELIMINARY PROGRAM

(Note: The following program is not complete and may contain inaccuracies. Names of several major speakers and other participants are not included. The reason is that copy for the NCTE October magazines is due August 1, before some details of the convention can be arranged. Complete programs listing all room assignments will be given registrants at the convention, or they may be obtained shortly after November 1 from NCTE, 508 South Sixth Street, Champaign, Illinois.)

### MONDAY, TUESDAY, AND WEDNESDAY, NOVEMBER 20, 21, 22

Meeting of the Executive Committee, 9:00 a.m. - 10:00 p.m., Monday and Tuesday;  
9:00 a.m. - 5:00 p.m., Wednesday.

Meeting of Pre-Convention Study Groups, 9:00 a.m. - 5:00 p.m., Monday, Tuesday, and Wednesday. Registration for Study Groups is separate from conference registration. Advance registration by November 1 is required. Registration fee for each three-day Study Group is \$15.00. Forms for registration are available from NCTE, 508 South Sixth Street, Champaign, Illinois.

#### STUDY GROUP NO. 1: DEVELOPING AN ARTICULATED ENGLISH PROGRAM

*Chairman:* Norman Naas, Mt. Diablo Public Schools, Concord, California

*Associate Chairman:* Robert Shafer, Wayne State University

*Secretary and Consultant:* Paul Olson, University of Nebraska

*Consultant:* Richard S. Alm, University of Hawaii

*Consultant:* Richard Lander, Shoreline High School, Seattle, Washington

**STUDY GROUP No. 2: LANGUAGE AND LINGUISTICS IN SCHOOL PROGRAMS**

*Chairman:* Priscilla Tyler, Harvard Graduate School  
*Associate Chairman:* John Hunter, Central Connecticut State College  
*Secretary and Consultant:* John McLaughlin, State University of Iowa  
*Consultant:* H. A. Gleason, Jr., Hartford Seminary Foundation  
*Consultant:* Dorothea McCarthy, Fordham University

**STUDY GROUP No. 3: THE TEACHING OF COMPOSITION**

*Chairman:* Ingrid Strom, Indiana University  
*Associate Chairman:* J. R. Dickinson, University of Nevada, Las Vegas  
*Secretary:* Robert Beauchamp, Wayne State University  
*Consultant:* Joseph W. Miller, Moorhead State College  
*Consultant:* Ellen Frogner, Southern Illinois University

**STUDY GROUP No. 4: IN-SERVICE EDUCATION OF TEACHERS**

*Chairman:* Helen F. Olson, Seattle Public Schools, Washington  
*Associate Chairman:* John Maxwell, Racine Public Schools, Wisconsin  
*Secretary:* Alice Scofield, San Jose State College  
*Consultant:* Ruth Reeves, Houston Public Schools, Texas  
*Consultant:* William Bristow, New York City Schools

**TUESDAY AND WEDNESDAY, NOVEMBER 21 AND 22**

Meeting of the Commission on the English Language, 9:00 a.m. - 10:00 p.m., Tuesday;  
 9:00 a.m. - 5:00 p.m., Wednesday.

**WEDNESDAY, NOVEMBER 22**

Meeting of the Commission on the Profession, 9:00 a.m. - 5:00 p.m.

Meeting of the Commission on the English Curriculum, 9:00 a.m. - 5:00 p.m.

Meeting of the Committee on High School-College Articulation, 9:00 a.m. - 5:00 p.m.

Meeting of the Committee on Preparation and Certification, 9:00 a.m. - 5:00 p.m.

Meeting of the Committee on the Elementary School Book List, 9:00 a.m. - 5:00 p.m.

Meeting of the Committee on Resolutions, 9:00 a.m. - 5:00 p.m.

Registration, 4:00 p.m. - 8:00 p.m. (continues throughout the convention)

"Cracker Barrel" session of the Board of Directors, 7:30 p.m. - 9:30 p.m.

*Leader:* Gordon F. Hostettler, Chairman, Department of Speech and Dramatic Arts,  
 Temple University

(All members of the Council are invited to attend as auditors.)

Special preview of excerpt from *Pygmalion*, 9:30 p.m.

(Arranged by the NCTE Committee on Cooperation with Teaching Film Custodians, Inc.)

**THURSDAY, NOVEMBER 23**

Exhibit of textbooks and other aids for teaching (continues until Saturday noon)

Special exhibit of curriculum guides for teaching English and language arts prepared by the  
 NCTE Committee to Review Curriculum Guides (continues until Saturday noon)

Registration, 8:00 a.m. - 10:00 p.m. (Registration continues on Friday and Saturday.)

Meeting of the Board of Directors, 9:00 a.m. - 11:30 a.m.

*Presiding:* Harold B. Allen, President of the Council

*Parliamentarian:* Lennox Grey, Teachers College, Columbia University

(All members of the Council are invited to attend as auditors.)

Hourly showings of *Point of View*, experimental teacher-education film featuring Louis  
 Zahner, produced by University High School, University of Illinois, 10:00 a.m., 11:00  
 a.m., 2:00 p.m., 3:00 p.m.

Special showings of kinescope recordings of educational television programs for in-school use,  
 arranged by Martha Gable, Philadelphia Public Schools, and the NCTE Committee  
 on the Study of Television, 10:00 a.m., 11:00 a.m., 2:00 p.m., 3:00 p.m.

Annual Business Meeting, 11:30 a.m. - 1:00 p.m.

(All members of the Council are eligible to participate.)

Luncheon Meeting of CCCC Executive Committee, 1:00 p.m. - 3:30 p.m.

## Meetings of Committees of the Council

2:00 p.m.-4:00 p.m.

## Open Meetings

*(Members of the Council are invited to attend the following sessions to view Council committees in action. During this interval, all other Council committees will meet in "closed" session.)*

Committee on Annotated Recording List  
Committee on Bibliography of College Teaching  
Committee on Bibliography of English Journal Articles  
Committee on Careers in English  
Committee on Censorship and Controversy  
Committee on Children's Literature—Old and New  
Committee on the College and Adult Reading List  
Committee on College English for Technical Students  
Committee on Comparative Literature  
Committee to Cooperate with Teaching Film Custodians, Inc.  
Committee on Design and Equipment of English Class  
Committee on Educational Television  
Committee on Elementary School Book List  
Committee on English in Grades 7, 8, and 9  
Committee on English in the Small High School  
Committee on English Programs for High School Students of Superior Ability  
Committee on Evaluation of Pupil Performance  
Committee on Handbook for Local Committees  
Committee on High School-College Articulation  
Committee on Intercultural Book List  
Committee on Interpretive Arts in the Elementary School  
Committee on Junior High Book List  
Committee on Junior Memberships  
Committee on Liaison with Speech Association of America and the American Educational Theatre Association  
Committee on Literary Maps  
Committee on Making Books Available to Children  
Committee on NCTE Affiliation Policy  
Committee on Organization and Supervision of High School Departments of English  
Committee on Play List  
Committee on Preparation and Certification of Teachers of English  
Committee on Publications of Affiliates  
Committee on Recordings  
Committee on Relations with Publishers of Paperbound Books  
Committee on Research  
Committee to Review Curriculum Bulletins  
Committee on Selection, Retention, and Advancement of College Teachers of English  
Committee on Senior High School Book List  
Committee on Study of Television  
Committee on Teaching Drama in the High School  
Committee on Teaching English as a Second Language  
Committee on Teaching Writing in Grades 4 through 8  
Committee on Technological Change  
Committee on Utilization of Teacher Time

## Closed Meetings

*(Open only to appointed members of the Committees)*

Committee on Education of College Teachers of English  
Committee on the State of Knowledge about Composition  
Committee on the Reading and Study of Poetry  
Committee on Scholarly Appraisal of Literary Works Taught in High School  
Committee on Use of School Libraries  
Elementary Section Committee



4:00-6:00 p.m.

High School Section Committee

## Informal Get-Together of Elementary Section

4:00-6:00 p.m.

*(Group discussion and consultant service on teaching problems)*

- Chairman:** Muriel Crosby, Wilmington Public Schools, Delaware; Chairman, Elementary Section
- Co-chairman:** Miriam Wilt, Temple University
- Consultants:** John J. De Boer, University of Illinois—*Mass Media*  
 Bruce Joyce, University of Delaware—*Use of Children's Literature in the Social Studies*  
 Alvina Treut Burrows, New York University—*Children's Composition and Children's Spelling*  
 Mary Elisabeth Coleman, University of Pennsylvania—*Reading, Spelling, and Handwriting for the Left-Handed Child*  
 Elizabeth Eaton, Wilmington Public Schools, Delaware—*The Place of Linguistics in the Language Arts Program*  
 Mildred Patterson, Wilmington Public Schools, Delaware—*Experience Charts in Reading*

## GENERAL SESSION

8:00 p.m.

Academy of Music

- Presiding:** Donald R. Tuttle, Fenn College, Second Vice President of the Council
- Address:** "With New Endeavor," Harold B. Allen, University of Minnesota; President of the Council
- Address:** "American, English, and Soviet Education," Sir Charles P. Snow, British novelist, essayist, scientist  
 (A group of teachers of English from foreign countries will be attending the convention as visitors. The teachers are students at colleges and universities in the United States. Their visit to the convention is made possible through the cooperation of Dr. Thomas Cotner of the U. S. Office of Education.)
- Receiving line immediately following the General Session

## FRIDAY MORNING, NOVEMBER 24

Session I—8:45 to 10:00 a.m.

## I. 1. THE NATIONAL INTEREST AND THE TEACHING OF ENGLISH: IMPLICATIONS FOR ACTION

- Chairman:** James R. Squire, University of Illinois; Executive Secretary, NCTE
- Associate Chairman and Panelist:** Sister M. Judine, I.H.M., Akron, Ohio; President, Diocesan English Teachers Association
- Report:** "Plans for Project English," Arno Jewett, United States Department of Health, Education, and Welfare
- Panel:** George Winchester Stone, Jr., New York University; Executive Secretary, Modern Language Association  
 Alfred H. Grommon, Stanford University; Associate Director, Commission on the English Curriculum  
 G. Robert Carlsen, State University of Iowa; First Vice President, NCTE  
 Harold Martin, Harvard University; Chairman, Commission on English, College Entrance Examination Board  
 Jarvis E. Bush, Chairman of Secondary School English, Wauwatosa, Wisconsin; Executive Secretary-Treasurer, Wisconsin Council of Teachers of English

I. 2. THE PLACE OF THE HUMANITIES IN GENERAL EDUCATION: A CENTURY OF ENRICHMENT

*Chairman:* Earle Davis, Kansas State University

*Associate Chairman:* Autrey Nell Wiley, Texas Woman's University

*Speakers:* "The Contribution of the Land-Grant Institutions: A Centennial View" (15 min.),  
Bruce Dearing, University of Delaware  
"The Advancement of Culture through English and the Humanities" (15 min.),  
Ernest C. Hassold, University of Louisville  
"The Place of the Humanities in the Secondary Schools—As It Is and As It Should Be" (15 min.),  
Joseph Mersand, Jamaica High School, New York City

*Discussants:* Moita Dorsey Davis, Daniel Webster High School, Tulsa, Oklahoma  
Paul Farmer, English Consultant, Atlanta, Georgia  
Kathryn Hearn, Willis High School, Delaware, Ohio

I. 3. THE RESPONSIBILITY OF THE PROFESSION TO SOCIETY FOR TEACHING ABOUT THE ENGLISH LANGUAGE

(Sponsored by the NCTE Commission on the English Language)

*Chairman:* Albert H. Marckwardt, University of Michigan

*Panel Speakers:* (15-20 min. each)

A. H. Marckwardt, University of Michigan  
Charles Stones, Portland Public Schools, Oregon

I. 4. A BLUEPRINT FOR ARTICULATION

(Sponsored by the NCTE Committee on High School-College Articulation)

*Chairman:* Thomas Clark Pollock, Dean, Washington Square College, New York University

*Associate Chairman:* Helen Grayum, Seattle Public Schools; President, Puget Sound Council of Teachers of English, Seattle, Washington

*Speakers:* Gerhard Friedrich, Orange State College; Associate Chairman, NCTE Committee on High School-College Articulation (20 min.)  
Richard Lander, Chairman, English Department, Shoreline High School, Seattle, Washington; Chairman, NCTE Committee on High School-College Articulation (20 min.)

*Discussants:* Arno Jewett, Specialist for Secondary School Language Arts, United States Office of Education  
James B. Haman, Georgia Institute of Technology  
Walter K. Gordon, Rutgers University, Camden

I. 5. REFOCUSING THE ENGLISH CURRICULUM

*Chairman:* R. C. Simonini, Jr., Longwood College

*Associate Chairman:* Edward H. Rosenberry, University of Delaware

*Speakers:* "Too Much Has Been Added—Too Little Taken Out" (15 min.),  
Evan Lodge, Directing Supervisor of English, Cleveland Public Schools, Ohio  
"The Cult of the Peripheral in the Teaching of English" (15 min.),  
John R. Searles, University of Wisconsin  
"The Priorities in the English Curriculum of the Secondary Schools" (15 min.),  
Floyd Rinker, Commission on English, College Entrance Examination Board

*Discussants:* Katherine B. Greaney, Supervisor, Secondary Education, Montgomery County, Maryland  
Anthony D. Hunter, Central Islip Junior-Senior High School, New York  
Edward H. Rosenberry

I. 6. GOALS FOR AMERICANS: WHAT CAN ENGLISH CONTRIBUTE?

*Chairman:* Lennox Grey, Teachers College, Columbia University

*Associate Chairman:* Ethel B. Hibbert, Stoddart-Fleisher Junior High School, Philadelphia

- Speakers:** "Implications of the Report of the President's Commission for the Language Arts Curriculum" (15 min.),  
 Mary C. Austin, Harvard University  
 "What Is the Central Purpose of Education in Our Times?" (15 min.),  
 C. Jon Roush, Educational Policies Commission  
 "What Should Be the Process of Education in Our Times?—Implications of the Bruner Report" (15 min.),  
 Ruth G. Strickland, Indiana University
- Discussants:** Sister Mary Richardine, B.V.M., Associate Secretary, Elementary School Department, National Catholic Educational Association  
 Nick Aaron Ford, Morgan State College  
 Edna L. Furness, University of Wyoming

I. 7. THE CLASSICS RE-EXAMINED. What literary works should be part of the common cultural background of American students?

- Chairman:** J. N. Hook, University of Illinois  
**Associate Chairman:** Stella S. Center, Reading Consultant, St. Petersburg, Florida  
**Speakers:** Henry Sams, The Pennsylvania State University (15 min.)  
 Richard S. Alm, Director of the Reading Clinic, University of Hawaii (15 min.)  
 Alvina T. Burrows, New York University (15 min.)  
**Discussants:** Mary I. Lanigan, Newton High School, Newtonville, Massachusetts  
 John McKiernan, College of St. Thomas, St. Paul, Minnesota

I. 8. THE GENERAL STATE OF TEACHING AND SCHOLARSHIP IN LITERATURE

- Chairman:** Wallace W. Douglas, Northwestern University  
**Associate Chairman:** Marion C. Sheridan, New Haven, Connecticut  
**Speakers:** "The Major Trends of Scholarship in English Literature" (23 min.),  
 James L. Clifford, Columbia University  
 "Trends in the Teaching of American Literature" (23 min.),  
 Theodore Hornberger, University of Pennsylvania  
**Discussants:** Jerome W. Archer, Marquette University (5 min.)  
 Mary Elizabeth Fowler, Central Connecticut State College:  
 "Trends in the Teaching of American Literature in the Secondary Schools" (5 min.)

FRIDAY MORNING, NOVEMBER 24

Session II—10:30 to 11:45 a.m.

II. 1. CHILDREN'S LITERATURE

(Sponsored by the NCTE Committee on Children's Literature—Old and New)

- Chairman:** Virginia M. Reid, Supervisor of Elementary School Education, Oakland, California  
**Speaker:** "Planning the Literature Program for the Elementary School" (40 min.),  
 Charlotte Huck, The Ohio State University  
**Panel:** "Children's Experiences with Literature"  
**Moderator:** Ruth French, Mt. Diablo Unified School District, Concord, California  
**Panel Members:** Carolyn Field, Free Library of Philadelphia  
 William A. Jenkins, University of Wisconsin-Milwaukee  
 Sister Mary Nora, S.S.N.D., Assistant Secretary for Elementary Education,  
 National Catholic Educational Association, Washington, D. C.  
 Edith Walker, Baltimore Public Schools, Maryland

II. 2. DEVELOPMENTAL READING IN THE JUNIOR HIGH SCHOOL

- Chairman:** Helen C. Bailey, Associate Superintendent, School District of Philadelphia  
**Associate Chairman:** Ruth Oaks, Reading Consultant, Radnor Township Schools, Radnor, Pennsylvania

- Speakers:** "Pennsylvania's Mandated Program in Reading in Grades Seven and Eight,"  
Sheldon Madeira, Assistant Director, Bureau of Curriculum Services, Pennsylvania Department of Public Instruction  
"Developmental Reading in Twenty-Eight Junior High Schools,"  
Rosemary G. Wilson, School District of Philadelphia  
"Developmental Reading: An Intensive Program in One Junior High School,"  
U. Berkley Ellis, Roosevelt Junior High School, Bristol, Pennsylvania

### II. 3. THE ARTICULATION OF THE LOWER SCHOOLS

- Chairman:** Dora V. Smith, University of Minnesota; Chairman, NCTE Commission on the Curriculum  
**Associate Chairman:** Mabel M. Staats, Southwest Miami High School, Miami, Florida  
**Speakers:** (10 min. each)  
"Between the Elementary School and the Junior High School,"  
Lois G. Grose, Senior Supervisor of English, Secondary Schools, Pittsburgh, Pennsylvania  
Kathleen Roddy, Charles W. Eliot Junior High School, Cleveland, Ohio  
"Between the Junior High School and the High School,"  
Alice M. Wolter, East High School, Denver, Colorado  
William J. Cavanaugh, Jr., Greenwich High School, Connecticut  
**Discussant:** Irwin J. Suloway, Managing Editor, *Chicago Schools Journal*, Chicago Teachers College: "Should the NCTE Have an Articulation Committee on These Levels?" (5 min.)

### II. 4. THE EVALUATION OF TEXTBOOKS FOR SECONDARY SCHOOLS

- Chairman:** Richard Corbin, Hunter College High School, New York City  
**Associate Chairman:** Sister Robert Melita, S.N.D., Academy of Notre Dame de Namur, Villanova, Pennsylvania  
**Speakers:** "A Report on High School Textbooks" (20 min.),  
James J. Lynch, High School English Textbook Survey, University of California, Berkeley  
"Criteria for Selecting Literature Books" (12 min.),  
Vernice Van Duzer, North High School, Denver, Colorado  
"Criteria for Selecting Composition Texts" (12 min.),  
Richard A. Meade, University of Virginia  
**Discussants:** Donald E. Carline, Kansas State Teachers College, Emporia  
J. Carter Rowland, Gannon College  
Raymond W. Clifford, Glenville High School, Cleveland, Ohio

### II. 5. ENGLISH FOR THE "GENERAL STUDENT"

(Sponsored by the NCTE Committee on English for the "General Student")

- Chairman:** R. C. McKean, University of Colorado  
**Associate Chairman:** Ruth Chamberlin, Waterford-Kettering High School, Drayton Plains, Michigan  
**Speakers:** "Current Attempts to Develop Programs for the Non-College-Going Student,"  
Norman H. Naas, Mt. Diablo Public Schools, Concord, California  
"A Description of Specific Promising Practices,"  
John Ragle, Springfield High School, Vermont

### II. 6. THE USE OF LINGUISTICS IN THE CLASSROOM

- Chairman:** Robert E. Tuttle, General Motors Institute  
**Associate Chairman:** Edgar Schuster, Cheltenham High School, Wyncote, Pennsylvania  
**Speakers:** "Grammar and the Academic Conscience" (15 min.),  
Sumner Ives, Syracuse University  
"Implications of Dialectology for the Public School Teacher" (15 min.),  
Raven I. McDavid, Jr., University of Chicago  
"A Proposed Revision of the Kenyon Classification of Usage" (15 min.),  
J. J. Lamberts, Arizona State University  
**Discussants:** Harvey N. Kluckhohn, Westmar College  
Robert W. Boynton, Germantown Friends School, Philadelphia  
V. Louise Higgins, Staples High School, Westport, Connecticut

## II. 7. HISTORICAL LINGUISTICS AND THE TEACHING OF ENGLISH

**Chairman:** T. A. Barnhart, Saint Cloud State College

**Associate Chairman:** Dorothy Williams, Secondary School Consultant, Wilmington, Delaware

**Speakers:** (15 min. each)  
 "The Value of Historical Linguistics to the Teacher of English,"  
 Albert C. Baugh, University of Pennsylvania  
 "Historical Linguistics in the Classroom,"  
 Louis A. Muinzer, Rutgers University  
 "The Place of Etymology in Linguistics,"  
 James T. Barrs, Northeastern University

**Discussants:** Margaret M. Bryant, Brooklyn College  
 Zelma Hardy, Alamo Heights High School, San Antonio, Texas  
 Karl W. Dykema, Youngstown College

## II. 8. VOCABULARY AND USAGE IN THE SECONDARY SCHOOL

**Chairman:** Marjorie Roberts, University of Missouri

**Associate Chairman:** Sister M. Generosa, Our Lady of the Lake College

**Speakers:** (12 min. each)  
 "How Children Can Improve Their Usage through a Listening Campaign,"  
 Mary Alberta Choate, Sacramento State College  
 "Means of Vocabulary Development,"  
 Frank Heys, Jr., Lincoln-Sudbury School, Sudbury, Massachusetts  
 "Increasing Vocabulary for the College-Bound Student,"  
 Regina Heavey, Overbrook High School, Philadelphia  
 "Does Vocabulary Study Carry Over into Public Speaking in College?"  
 George W. Sraile, Penn College

**Discussants:** Ruth Orr, Oklahoma State University  
 Frances Finley, Phillips High School, Birmingham, Alabama  
 Hazel Browne Williams, University of Kansas City

## II. 9. TEACHING ENGLISH AS A SECOND LANGUAGE

*(Sponsored by the NCTE Committee on English as a Second Language)*

**Chairman:** Robert Allen, Teachers College, Columbia University

**Associate Chairman:**

**Special showing of film:** *Modern Techniques in Language Teaching*, prepared by the Center for Applied Linguistics of the MLA and Teaching Film Custodians, Inc.

**Speakers:** (15 min. each)  
 "General Situation in the Country's Schools as Far as English as a Second Language Is Concerned," Albert H. Marckwardt, University of Michigan  
 "Language Problems of Cuban and Other Refugees in Florida's Education Systems," James Harris, United States Office of Education

## II. 10. ENGLISH AND THE LITERATURE OF TELEVISION

*(Sponsored by the NCTE Committee on the Study of Television)*

**Chairman:** Louis Forsdale, Teachers College, Columbia University

**Speakers:** Neil Postman, New York University; author of NCTE report on *Television and the Teaching of English*  
 Gerald J. Leider, Director of Special Programs, CBS Television

## II. 11. SHAKESPEARE

**Participating Chairman:** Louis Marder, Kent State University; Editor, *The Shakespeare Newsletter*

**Speakers:** "Shakespeare the Inspired Story Teller,"  
 Matthew W. Black, University of Pennsylvania



- "Shakespeare the Inspired Poet,"  
Edward L. Hubler, Princeton University  
"Shakespeare the Inspired,"  
Louis Marder, Kent State University

## II. 12. THE TEACHING OF NINETEENTH AND TWENTIETH CENTURY ENGLISH LITERATURE

- Chairman:** Edmund J. Farrell, University of California, Berkeley  
**Associate Chairman:** Lois V. Arnold, Consultant in English, Pinellas County Board of Public Instruction, Clearwater, Florida  
**Speakers:** (15 min. each)  
"On the Teaching of Wordsworth,"  
James V. Logan, The Ohio State University  
"On the Teaching of Dickens,"  
Arthur A. Adrian, Western Reserve University  
"On Teaching *The Portrait of the Artist as a Young Man* to Freshmen,"  
Mabel P. Worthington, Temple University  
**Discussants:** Helene Grossenbacher, Chicago Teachers College  
James T. Lape, Gamaliel Bradford High School, Wellesley Hills, Massachusetts;  
Editor, *The English Leaflet*  
Florence Marsh, Western Reserve University

## II. 13. MUSIC: POETRY—TOWARDS A NEW PROSODY (A demonstration lesson in modern poetry with a class of boys from Central High School, Philadelphia)

- Chairman:** Thomas Horan, Central High School, Philadelphia  
**Associate Chairman:** Edith Schleifer, Temple University  
**Teacher:** Ben Schleifer, Central High School, Philadelphia

## II. 14. EXPERIMENTS IN FRESHMAN COMPOSITION

- Chairman:** Cecil B. Williams, Texas Christian University; Editor, *College Composition and Communication*  
**Associate Chairman:** Mrs. Maurice Y. Brown, Florida Agricultural and Mechanical University  
**Speakers:** (15 min. each)  
"Motivation at Hand,"  
Waters Turpin, Morgan State College  
"The Use of Correctors in Conjunction with Freshman English,"  
M. B. McNamee, S. J., Saint Louis University  
"The Use of Literature in the Freshman Course,"  
Herschel Gower, Vanderbilt University  
**Discussants:** Donald J. Gray, Indiana University  
Hubert W. Smith, Utah State University  
John Ashmead, Jr., Haverford College

## II. 15. THE PREPARATION OF ELEMENTARY TEACHERS OF THE LANGUAGE ARTS

- Chairman:** Afton Forsgren, Department of Public Instruction, State of Utah  
**Associate Chairman:** Ethel M. King, University of Alberta  
**Speakers:** (12 min. each)  
"Improving the Preparation of Elementary Teachers of the Language Arts,"  
Constance M. McCullough, San Francisco State College  
"What Program in English for Language Arts Teachers?"  
Carl A. Lefevre, Chicago Teachers College, Northside Campus  
"What Specialized Courses Are Needed by Teachers of the Language Arts?"  
Eleanor Boyce, University of Manitoba  
"What Special Preparation Is Needed for Teachers in the Primary Grades?"  
Louise Markert, Language Arts Assistant, Seattle Public Schools, Washington

*Discussants:* Marian Wozencraft, State University College of Education, Geneseo, New York  
 Rosemary Wagner, New York City Board of Education  
 Leonard Joll, State Department of Education, Hartford, Connecticut

## II. 16. A NATIONAL STANDARD FOR THE PREPARATION TO TEACH ENGLISH

*(Co-sponsored by the American Association of Colleges for Teacher Education, the National Association of State Directors of Teacher Education and Certification, and the NCTE Committee on Preparation and Certification of Teachers of English)*

*Chairman:* Eugene E. Slaughter, Southeastern State College, Oklahoma

*Associate Chairman:* Naomi Chase, University of Minnesota

*Speakers:* "How Can the American Association of Colleges for Teacher Education Help to Develop and Implement Such a Standard" (20 min.), Edward C. Pomeroy, Executive Secretary, AACTE

"How Can the National Association of State Directors of Teacher Education and Certification Help to Develop and Implement Such a Standard?" (20 min.), Wayland W. Osborn, Past President, NASDTEC, Iowa State Department of Public Instruction

*Discussants:* (10 min.)

Vern Wagner, Wayne State University

Jane Dale, Oregon College of Education

## II. 17. PICTURES OF THE 1959 NCTE EUROPEAN TOUR: THE BRITISH ISLES

*(A program for NCTE members and interested members of their families)*

Pearl McCarty, Fairmont State College

Jessie Mouser, Butcher Elementary School, Fairmont, West Virginia

## II. 18. EVALUATING NEW LINGUISTIC MATERIALS FOR TEACHING ELEMENTARY READING

FRIDAY NOON, NOVEMBER 24

Luncheon Sessions—12:15 p.m.

1. *Books for Children:* A luncheon for librarians and teachers in elementary and secondary schools. Authors of children's books will be guests.

*Chairman:* Muriel Crosby, Wilmington Public Schools, Delaware; *Chairman, Elementary Section*

*Co-Chairman:* Carolyn W. Field, Free Library of Philadelphia

*Speaker:* "Truth's Door and Book Keys," Leland Jacobs, Columbia University

2. *Drama in the High School:* A luncheon co-sponsored by Secondary Section.

*Chairman:* Robert Bennett, Minneapolis Public Schools, Minnesota; *Chairman, Secondary Section*

*Co-Chairman:* Mabel Wright Henry, Wilmington High School, Delaware

*Speaker:* Peggy Wood, stage and television actress; President, ANTA

3. *Conference on College Composition and Communication*

*Chairman:* Erwin Steinberg, Carnegie Institute of Technology; *Chairman of CCCC*

*Local Chairman:* Robert Boynton, Germantown Friends School, Philadelphia

*Speaker:* "What I Learned Writing Scripts, or When Is TV Educational," Gerald Weales, University of Pennsylvania

4. *Journalism Luncheon:* A luncheon co-sponsored by the Philadelphia Public School Press Association.

*Chairman:* Edgar W. Wilson, School District of Philadelphia

*Speaker:* "The Secret War of the Revolution," David Taylor, editor, author, historian

FRIDAY AFTERNOON, NOVEMBER 24

Session III—3:00 to 4:30 p.m.

III. 1. CHALLENGING ISSUES IN READING INSTRUCTION

(Co-sponsored by the International Reading Association)

**Chairman:** Olive Niles, Director of Reading, Springfield Public School, Massachusetts

**Speakers:** William D. Sheldon, Syracuse University; President, IRA  
"Using Trade Books in the Teaching of Reading," Nancy Larrick, Quakertown, Pennsylvania; author and lecturer; Past President, IRA

III. 2. INTERPRETIVE ARTS IN THE ELEMENTARY AND THE JUNIOR HIGH SCHOOLS: DRAMA FOR CREATIVE CHILDREN

(Sponsored by the NCTE Committee on Interpretive Arts in the Elementary School)

**Chairman:** Elinor Rice Fuchs, Haven School, Evanston, Illinois

**Associate Chairman:** Benjamin Ricker, Bala Cynwyd Junior High School, Pennsylvania

**Panel:** (10 min. each)  
"As a Supervisor of Drama Sees It,"  
Winifred Ward, Professor Emeritus, Northwestern University  
"As a Classroom Teacher Sees It,"  
Mary Burklund, Haven School, Evanston, Illinois  
"As a Principal Sees It,"  
Thomas Sinks, Nichols Junior High School, Evanston, Illinois

**Demonstration of Creative Dramatics:**  
Aurand Harris, Grace School, New York City

III. 3. THE USES OF BOOKS IN THE ELEMENTARY SCHOOL

(Sponsored by the NCTE Committee on the Elementary School Book List)

**Chairman:** Elizabeth Guilfoile, Miami University, Norwood Center:  
"The Place of Beginning Books"

**Associate Chairman:** Jeanette Veatch, The Pennsylvania State University:  
"The Teacher's Resources for Knowing Children's Books"

**Speakers:** "Books for the Slow-to-Read,"  
Mary Belle Wright McClure, Cincinnati Public Schools, Ohio  
"Books about Their World of Today,"  
Cecilia Unzicker Randall, Greenville Public Schools, Pennsylvania  
Allan D. Jacobs, Livonia Public Schools, Michigan  
"Books to Challenge the Able,"  
Helen Renthal, American Library Association, Evanston, Illinois

**Discussants:** Audrey Dickhart, Temple University  
Mabel Richards, Bronxville Public Schools, New York

III. 4. EVALUATING EXPOSITORY WRITING IN GRADES FOUR THROUGH EIGHT

(Sponsored by the NCTE Committee on Teaching Writing in Grades Four through Eight)

**Chairman:** Barbara Hartsig, Orange State College

**Presentations:** "Problems in Evaluation of Writing" (15 min.),  
Lois V. Johnson, Los Angeles State College  
"Methods of Evaluating Writing" (15 min.),  
Ellen S. Enos, Gaston School, Boston, Massachusetts

**Reaction Panel:** "Practices in Evaluation of Writing" (30 min.),  
Florence B. Bowden, Cumberland County Public Schools, New Jersey  
Ethel L. Hatchett, Hardin-Simmons University  
Ruth J. Runke, Indiana State College, Terre Haute

III. 5. TEACHING WRITING IN THE JUNIOR HIGH GRADES

(Sponsored by the NCTE Committee on English in Grades 7, 8, and 9)

**Chairman:** Ruth Reeves, Supervisor of English in Secondary Schools, Houston, Texas

- Speakers:** "Their Right to Write,"  
Howard Vander Beek, State College of Iowa  
"Proofreading, a Panacea,"  
Geneva Hanna, University of Texas  
"Evaluation That Allows the Teacher to Remain Sane and Healthy,"  
Eric Warner Johnson, Germantown Friends School, Philadelphia
- Discussants:** Nancy L. Arnez, Cherry Hill Junior High School # 180, Baltimore, Maryland  
David Stryker, University of Florida  
Betty Yvonne Welch, Smiley Junior High School, Denver, Colorado

### III. 6. RESEARCH—APPRAISAL AND FORECAST

*(Sponsored by the NCTE Committee on Research)*

- Chairman:** Margaret J. Early, Syracuse University
- Associate Chairman:** Lawrence B. Charry, South Philadelphia High School, Philadelphia
- Speakers:** "A Report on the Research Foundation of the National Council of Teachers of English,"  
Robert C. Pooley, University of Wisconsin; Chairman of the Trustees of the Foundation  
"Research in the Language Arts in the Elementary School" (20 min.),  
Walter T. Petty, Sacramento State College  
"Factors in Judgments of Writing Ability" (20 min.),  
Paul B. Diederich, Educational Testing Service, Princeton, New Jersey  
"Attitudes toward Research at the College Level" (20 min.),  
Robert L. Wright, Michigan State University

### III. 7. DEMONSTRATION: JOURNALISM IN THE ELEMENTARY AND SECONDARY SCHOOLS

*(Sponsored by the Philadelphia Public School Press Association)*

- Chairman:** Philip Pitis, Southwark School, Philadelphia; President, Philadelphia Public School Press Association
- Associate Chairman:** Joseph Callan, Counselor, Childs School, Philadelphia
- Demonstration Leaders:** Esther Perlin, Language Arts Collaborator, District #3, Philadelphia Public Schools  
Katherine Skelton, Girls' High School, Philadelphia

### III. 8. SPEECH AND THE THEATER ARTS

*(Sponsored by the NCTE Committee on Liaison with the Speech Association of America and the American Educational Theatre Association)*

- Chairman:** Stanley B. Kegler, University of Minnesota
- Associate Chairman:** Arthur H. Ballet, University of Minnesota
- Speakers:** Donald K. Smith, University of Minnesota (representing S. A. A.) (35 min.)  
Hubert C. Hoffner, Indiana University (representing A. E. T. A.) (35 min.)

### III. 9. EVALUATING STUDENT COMPOSITIONS

**Co-Chairmen:** Ralph K. Alger, Central High School District #3, Merrick, New York  
A. L. Lazarus, University of Texas

- Speakers:** (20 min. each)  
"Effective Evaluation at No Extra Cost in Teacher Time,"  
Lowell J. Boberg, Jordan High School, Sandy, Utah  
"Using Students in Evaluating Compositions,"  
Loren V. Grissom, Northeast Missouri State Teachers College  
"Minimum Essentials vs. Maximum Thought,"  
Hardy R. Finch, Greenwich High School, Connecticut
- Discussants:** Esther E. Larson, East Stroudsburg State College  
Hanna K. Mathews, Swarthmore High School, Pennsylvania  
Winifred L. Post, Dana Hall School, Wellesley, Massachusetts

### III. 10. THE CONTENT OF THE ENGLISH LANGUAGE COURSES FOR SECONDARY SCHOOL TEACHERS

(Sponsored by the NCTE Commission on the English Language)

**Chairman and Speaker:**

W. Nelson Francis, Franklin and Marshall College:  
"Experiences with the Planning Institutes of the CEEB Commission on English"

**Discussants:**

Thomas Wetmore, Ball State Teachers College  
F. L. Elder, North Texas State College  
Alan Markman, University of Pittsburgh  
Ruby Kelley, Long Lots Junior High School, Westport, Connecticut

### III. 11. DEMONSTRATION: LINGUISTICS AND THE TEACHING OF ENGLISH

**Chairman:** Donald Cain, Assistant Director, Editing and Textbooks,  
Curriculum Office, Philadelphia Public Schools

**Demonstration Leader:** Marion L. Steet, Bok Technical High School, Philadelphia

### III. 12. SPELLING: WHAT CAN WE DO FOR OUR STUDENTS?

**Chairman:** Harrison B. Bell, English Editor, Holt, Rinehart, and Winston

**Associate Chairman:** Father Ferdinand J. Ward, DePaul University

**Speakers:**

(20 min. each)  
"Let's Improve the Teaching of Spelling in the Elementary School,"  
Agnes E. Swan, Division of Instruction, Detroit Public Schools, Michigan  
"Thoughts on Secondary School Spelling,"  
Benjamin A. Little, Gloucester High School, Massachusetts  
"Improving the Spelling of College Students,"  
Ralph M. Williams, Trinity College

**Discussants:**

Anna Brochick, University High School, Morgantown, West Virginia  
Lucy Hoffman, Curriculum Office, Akron Public Schools, Ohio

### III. 13. THE SCHOOL AND THE LIBRARY

**Chairman:** Marguerite P. Archer, Reading Consultant, Pelham, New York

**Associate Chairman:** Wilton Eckley, Euclid Senior High School, Ohio

**Speakers:**

"The History and Services of the Free Library" (15 min.),  
Emerson Greenaway, Director, Free Library of Philadelphia  
"Luring the English Student to the Library" (15 min.),  
Brother Anthony Frederick, S. M., Saint Mary's University  
"The Place of the Library in the Unit Process" (15 min.),  
Elizabeth Berry, Junior College of Kansas City, Missouri  
"The Research Theme as a Device for Individualizing Work in the Undifferentiated Public School Class" (15 min.),  
Martin Blum, Samuel J. Tilden High School, Brooklyn, New York  
"Using Library Resources in Teaching the Oral Interpretation of Literature" (12 min.),  
Frances D. Kalv, Saint Augustine High School, Florida

### III. 14. ENGLISH TEACHERS ABROAD

**Chairman:** Carolyn Bagby, Ponca City Senior High School, Oklahoma

**Associate Chairman:** Ruth Reynolds, Clay County Community High School, Clay Center, Kansas

**Speakers:**

(18 min. each)  
"The Longest Follow-up Program in the History of Teacher Education,"  
Lela Winegarner, Illinois State Normal University  
"Teaching English in Baghdad, Iraq,"  
Margaret G. McLaughlin, Lansdowne-Aldan High School, Lansdowne, Pennsylvania  
"Reactions to Teaching in Japan,"  
John Gray, Walpole High School, Massachusetts  
"Teaching English in Finland,"  
Vern Wagner, Wayne State University



## III. 15. EXPERIMENTS IN ENGLISH INSTRUCTION

**Chairman:** Richard M. Bossone, University of California, Riverside

**Associate Chairman:** Devra Cooper Rowland, Fairleigh Dickinson University, Teaneck

**Speakers:** (15 min. each)

"The Current Status of the Work of the Center,"

Susan Meyer Markle, Board of Directors, Center for Programmed Instruction

"Intensive Study toward Improved Classroom Instruction,"

Leonard Freyman, Coordinator, English, Cleveland

Heights Secondary Schools, Ohio

"The Rutgers Plan: DEEP in Detroit,"

Frank Ross, Coordinator, Detroit Experimental English Program, Michigan

"Teaching Literature on Television,"

Esther D. Montgomery, Lincoln Public Schools, Nebraska

**Discussants:** Nathan Miller, North Miami Senior High School, North Miami, Florida  
Ida Kravitz, Wanamaker Junior High School, Philadelphia

## III. 16. POETRY FOR BOYS AND YOUNG MEN

**Chairman:** Roland Dille, St. Olaf College

**Associate Chairman:** Margaret Cannon, Fitzgerald High School, Georgia

**Speakers:** (20 min. each)

Mark Neville, Indiana State College, Terre Haute

John A. Myers, Jr., The Hun School, Princeton, New Jersey

Harold Huseby, Shoreline Secondary Schools, Seattle, Washington

**Discussants:** Christopher Adams, Darien High School, Connecticut

David Paul, Drexel Institute of Technology

Thomas Sobol, Newton South High School, Newton Centre, Massachusetts

## III. 17. THE TEACHING OF AMERICAN LITERATURE IN HIGH SCHOOL AND COLLEGE

**Chairman:** George Henry, University of Delaware

**Associate Chairman:** Paul H. Krueger, University High School, State University of Iowa

**Speakers:** (20 min. each)

"On the Teaching of Hawthorne,"

Randall Stewart, Vanderbilt University

"On the Teaching of *Huckleberry Finn*,"

David M. Rein, Case Institute of Technology

"On the Teaching of Walt Whitman,"

Sculley Bradley, University of Pennsylvania

**Discussants:** Olive B. McLin, Gibbs High School, Saint Petersburg, Florida

James H. Mason, Indiana State College, Terre Haute

Sallié Marvin Gruwell, Central High School, Tulsa, Oklahoma

## III. 18. WORLD LITERATURE: THE USE OF TRANSLATIONS

(Sponsored by the NCTE Committee on Comparative Literature)

**Chairman:** Kenneth Oliver, Occidental College

**Associate Chairman:** James Gray, University of California, Berkeley

**Speakers:** (20 min. each)

"Translations: Their Quality and Usefulness,"

Angel Flores, Queens College

"Variable Standards for Selection of Translations,"

Basil Busacca, Occidental College

**Discussants:** James Gray, University of California, Berkeley (5 min.)

Louise M. Rosenblatt, New York University (5 min.)

## III. 19. PROFESSIONAL ISSUES INVOLVED IN THE EVALUATION OF PUBLIC SCHOOL ENGLISH PROGRAMS

(Sponsored by the NCTE Commission on the Profession)

**Chairman:** Henry C. Meckel, San Jose State College

*Associate Chairman:* Robert Tuttle, General Motors Institute

*Panel:* (15 min. each)

"The Interest of the College English Department in the Public School English Program,"

William Eckstrom, University of Louisville

"Reconciling Opposing Points of View,"

Silvy Kraus, University of Oregon

"The Classroom Teacher's Stake in Evaluation,"

Thelma Gentry, Oakland Public Schools, California

"The Role of the Council Affiliate,"

Leo Ruth, University of California, Berkeley

### III. 20. PROFICIENCY EXAMINATIONS FOR ENGLISH TEACHERS

*(Sponsored by the NCTE Committee on Teacher Preparation and Certification)*

*Chairman:* Richard Braddock, State University of Iowa

*Associate Chairman:* Peter N. Youmans, Pascack Valley Regional High School, New Jersey

*Speakers:* (25 min. each)

"Proficiency Tests in Modern Foreign Languages,"

Wilmarth H. Starr, Director, Modern Language Association Testing Project,  
Modern Language Association of America

"A Study of Proficiency Examinations in New York State,"

Carl J. Freudenreich, Chief, Bureau of Teacher Education and Certification,  
University of the State of New York

*(The chairman and the associate chairman will participate as discussants.)*

### III. 21. THE EDUCATION OF COLLEGE TEACHERS OF ENGLISH

*(Sponsored by the NCTE Committee on the above subject)*

*Chairman:* Warner G. Rice, University of Michigan

*Associate Chairman:* Henry W. Sams, The Pennsylvania State University

*Speakers:* "The Apprentices' Sorcerer,"

W. P. Albrecht, University of Kansas

"The Education of a College Teacher of English,"

John S. Diekhoff, Dean, Cleveland College, Western Reserve University

### III. 22. PRESIDENTIAL DISCUSSION GROUP: WHAT'S YOUR PROBLEM?

*(An informal discussion of problems facing NCTE affiliates, especially designed for officers and leaders of local and regional groups)*

*Co-Chairmen:* Harold B. Allen, NCTE President, and Ruth G. Strickland, Past President of NCTE

### III. 23. PICTURES OF THE 1959 NCTE EUROPEAN TOUR

*(A program for the families of NCTE members and interested members)*

Mrs. Donald R. Tuttle, Cleveland Heights, Ohio

## FRIDAY AFTERNOON, NOVEMBER 24

3:00 to 4:30 p.m.

### A SERIES OF EXPERIMENTAL CONFERENCES FOR THOSE WITH SIMILAR DUTIES AND PROBLEMS

*(Admission by reservation only. Conferences limited to twenty persons plus the conference staff. Interested persons are invited to write the chairman of each conference.)*

#### CONFERENCE I: CHAIRMEN OF COLLEGE ENGLISH DEPARTMENTS

*Chairman:* George E. Smock, Indiana State College, Terre Haute

*Associate Chairman:* Ernest W. Gray, University of Toledo

*Secretary:* Brother Felician Patrick, FSC, La Salle College

## ELEMENTARY ENGLISH

*Associate Secretary:* George E. Grauel, John Carroll University

*Resource Assistants:* J. W. Finch, Dartmouth College  
L. S. Lingenfelter, Millersville State College

## CONFERENCE II: SUPERVISORS OF ELEMENTARY LANGUAGE ARTS

*Chairman:* Helen K. Mackintosh, Chief, Elementary Schools Section, United States Office of Education

*Associate Chairman:* Marguerite Driscoll, Bureau of Curriculum Research, Board of Education of the City of New York

*Secretary:* Anne E. Hughes, Supervisor, Language Arts, Detroit Public Schools, Michigan

*Associate Secretary:* Adelaide de Maison, Curriculum Director, Meadville Area School District, Meadville, Pennsylvania

*Resource Assistants:* Bernice Freeman, Instructional Supervisor, Troup County Board of Education, LaGrange, Georgia  
Stella Nardozza, Supervisor, Instructional Services, Elementary Schools, Pittsburgh Public Schools, Pennsylvania

## CONFERENCE III: TEACHERS OF JUNIOR COLLEGE ENGLISH

*Chairman:* Dorothy E. Sonke, Grand Rapids Junior College, Michigan

*Associate Chairman:* Samuel Weingarten, Wright Junior College, Chicago, Illinois

*Secretary:* Lawrence A. Wood, Jr., Prince George's Community College, Suitland, Maryland

*Associate Secretary:* Cleotis Headlee, Joplin Junior College, Missouri

*Resource Assistants:* John M. Gazda, Junior College of Kansas City, Missouri  
Helen Bradford, El Dorado Junior College, Kansas

## CONFERENCE IV: TEACHERS OF AMERICAN LITERATURE IN THE SENIOR HIGH SCHOOL

*Chairman:* Gordon Eriksen, Northwest Classen High School, Oklahoma City, Oklahoma

*Associate Chairman:* Allen R. Kirschner, Greenwich High School, Connecticut

*Secretary:* Robert U. Jameson, Haverford School, Haverford, Pennsylvania

*Associate Secretary:* Miriam T. Felder, Consultant in Language Arts, Fulton County Schools, Atlanta, Georgia

*Resource Assistants:* J. Franklin Murray, S. J., Spring Hill College  
Elizabeth B. Stambolian, Madison High School, New Jersey

## CONFERENCE V: PLANNING A UNIVERSAL BIBLIOGRAPHY (INVITATIONAL)

*Co-Chairmen:* Lewis Leary, Columbia University, and Lewis Sawin, University of Colorado

## FRIDAY EVENING, NOVEMBER 24

## Annual Banquet, 7:00 p.m.

*Presiding:* Thomas Clark Pollock, Washington Square College, New York University

*Message from the President of the United States,* John F. Kennedy

*Speaker:* "What Is 'English'?" Archibald MacLeish, poet and dramatist

*Speaker:* "American Education and the Federal Government,"  
Sterling M. McMurrin, United States Commissioner of Education

## SATURDAY MORNING, NOVEMBER 25

## PRR-Affiliate Breakfast

7:30 to 9:30 a.m.

(Co-sponsored by the NCTE Commission on the Profession)

(For NCTE Public and Professional Relations Representatives and officers and members of NCTE affiliates)

*Special Notice:* During the breakfast, a member of the Commission on the Profession or an officer of the Council will be seated at each table to lead a discussion of problems

significant to the profession. The topic for this year's discussion will be problems involved in interpreting English to the public. The new NCTE publication on methods of informing the public about the teaching of English will be distributed for the first time to participants attending the breakfast. Price of the breakfast includes the cost of this bulletin and other materials to be distributed.

**Presiding:** James R. Squire, Executive Secretary of the NCTE

**Keynote Speaker:** Oscar Haugh, University of Kansas, Chairman of the NCTE Committee on Methods of Working with the Public

**Summary and Interpretation:** Albert H. Marckwardt, University of Michigan; Associate Director, NCTE Commission on the Profession

## SECTION MEETINGS

9:30 to 11:45 a.m.

### Elementary Section

**Chairman:** Muriel Crosby, Wilmington Public Schools, Delaware; Chairman of Elementary Section

**Presiding:** Ruth G. Strickland, Indiana University

**Address:** "Time That Is Intolerant," William A. Jenkins, University of Wisconsin-Milwaukee; Editor, *Elementary English*

Discussion from the floor.

### Secondary Section

**Chairman:** Robert Bennett, Minneapolis Public Schools, Minnesota; Chairman of Secondary Section

**Speakers:** "Trailing Clouds of Boredom Do They Come," Dwight L. Burton, Florida State University; Editor, *The English Journal*  
 "Moon Men, Metropoli, and Professional Selection of Tomorrow's Teachers," William E. Hoth, Wayne State University  
 "Ways and Means and Substance: The Whole Teacher," Edwin H. Sauer, Harvard Graduate School

### College Section

**Chairman:** William S. Ward, University of Kentucky; Chairman of College Section

**Topic:** "The Assumptions of Literature"

**Presiding:** Lewis Leary, Columbia University

**Speakers:** Alfred Kazin, literary critic  
 Robert E. Spiller, University of Pennsylvania  
 Philip Young, The Pennsylvania State University

Discussion from the floor.

## SATURDAY NOON, NOVEMBER 25

### Annual Luncheon, 12:30 p.m.

**Presiding:** Harold B. Allen, University of Minnesota; President, the National Council of Teachers of English

**Address:** "Do You Go to the Theater? And How?" Harold Clurman, producer, director, and critic

**Introduction of New Officers**

Adjournment of the 1961 Convention

# Idea Inventory

## Three-Minute Speeches

In June, 1961, one Commencement speaker contended that Commencement speeches should be abolished and thereby limited himself to a three-minute Commencement Address. This, it seems to me, was carrying the case too far. When a Michigan pastor was asked by the Michigan legislature to please limit his prayer to three minutes, he refused to pray, saying he did not like to be limited in his approach to God. In this, I believe, the clergyman erred. Abraham Lincoln delivered his commemorative address at Gettysburg in a little less than three minutes, and the speech is considered a masterpiece.

One businessman, Oscar Mayer, of the Mayer Packing Company, speaking at the Parsons College Commencement in Fairfield, Iowa, said colleges should teach terse writing in this era when every word counts. Sydney Harris, in his *Strictly Personal* column, said: "When a man takes a paragraph to say what could be said in a sentence, he is either a sloppy thinker or is trying to pull the wool over someone's eyes; brevity in expression is more than the soul of wit—it is the mark of clearheadedness and honesty."

Writing in a compressed manner can be taught, and is something that needs prac-

tice. Pascal, writing in 1657, said to a friend: I have made this letter longer than usual because I lack the time to make it short." Professional writers often compress the knowledge and research of many years into a few paragraphs. Business men are paid a high fee to make three-minute speeches at trade conventions. They sometimes use the little three-minute sand-glasses by which to time themselves on the platform.

Since N.B.C. has inaugurated its Emphasis program of three-minute speeches by experts on their radio staff, I have made a study of their methods of approach, inasmuch as I learn more in three minutes sometimes from a speech on New Delhi by Wells Hagen or on the Philippines by Cecil Brown than I would by spending three hours unguided in the library. Recently Cecil Brown spoke on the training of Filipinos for democracy during the years the Americans have been in the Isles. He began by saying, "Are the gum-chewing, soft-drinking, money-spending Americans good examples for the Filipinos?" Those three hyphenated adjectives describe a whole way of life, socially and economically, and infer that another group of people are adopting that way of life. So much for adjectives. He went on to speak of corruption in government and used the phrase, "pocket-stuffing officials." He said, "In a so-called American-style democracy, the

<sup>1</sup>Mrs. Mortensen has degrees in English from Smith College and Columbia University, with special work at the University of Iowa, New York University, and Drake University.



natives feel that small courtesies are inappropriate, and now they no longer bow or say thank you as they once did." "So-called American style" suggests that this is not what we hope for in a democracy. He quoted one Filipino leader who said tactfully, "We have adopted both the good and bad from the Americans." Direct quotations bring a short speech alive. So do personal names, as anyone knows who has read *How to Write, Speak, and Think More Effectively* by Rudolf Flesch (Harper). Flesch counts such things as personal names and quotations and gives them a plus mark for effectiveness.

Describing Premier Fanfani of Italy, Irving R. Levine said, "Born into a family of ten children, he himself is the father of seven." This one sentence gives the background of the Premier and a good deal about his attitude toward life. In describing Bologna, Italy, in three minutes, Irving R. Levine gave its geographical, historical, political, economic, and social position, both past and present, and predicted its future. That is because he visited Bologna with a keen eye for detail in the streets and shops, with a thorough knowledge of the history and geography of Europe. In describing Vienna during the Kennedy-Khrushchev meeting, he spoke less about K-K and more about the contrast between present-day Vienna, the Vienna of 1945, and the Congress of Vienna in 1814-15, when the greatest and most gorgeous gathering in all Europe was held with the princes and rulers of Russia, Austria, Prussia, Bavaria, Denmark, and other countries, as well as Great Britain and France, who came later. Irving R. Levine used the principle of *contrast* all the way through his three-minute talk.

The custom of writing three-minute speeches all during the school year in an English class could be started early in the fall, and by means of a portable radio some

of these Emphasis talks could be carefully studied from the point of view of construction. Then to fill in part of a class period unexpectedly, a boy or girl can be called on to read the talk. Because these talks are not extemporaneous. They are carefully prepared and read, as most radio speeches are read. Many pupils would become intensely interested in their subjects and in the jewel-like carving of the process of writing a short talk, which is like cutting and polishing a rough diamond taken from a large rock until it shines from many angles.

Boys and girls who learn to write three-minute speeches in the sixth, seventh, and eighth grades will find the habit useful in high school, college, and in later life in clubs, business, and church work. One of our Des Moines radio stations has "Our Changing World," a commercial sponsored by a bank which pays for five minutes of time. Earl Nightingale speaks for exactly three minutes of this five minutes, plus a 15-second tag after the last commercial. His talks are inspirational and informative. With his agent's permission (Greater Metropolitan Sales, Inc., Chicago, Ill.) I am copying one of Earl Nightingale's three-minute speeches to show just how long a three-minute speech is.

#### HOW WE GET IDEAS

Have you ever gotten an idea that made you some money? Let me give you an example: A sixteen-year-old boy, during vacation, finds he needs some money. He begins to think about it, and all of a sudden an idea pops into his mind. He sits down and writes a little note on about a hundred pieces of paper. The note reads: "Student will wash and wax your car. Excellent job guaranteed. Call —," and he writes in his telephone number.

He then goes to the nearest large shopping center and he puts these little messages on

the windshields of a hundred cars. During the next few days he receives ten calls, washes and waxes ten cars for ten dollars apiece, and he makes a hundred dollars, less the cost of his materials. Let's say he shows a net profit of seventy-five dollars.

This seventy-five dollars is the result of his needing some money. His needing some money forced him to get an idea, and the idea got him the money. The idea was free.

The difference between the boy in this story and the man who builds a million-dollar business is only one of degree. The man who gets an idea to get a certain job, the earnings of which permit him to marry and support a family, can give all the credit for his earnings to the fact that he got the idea to learn that particular line of work.

In other words, the money a man earns during his lifetime is all profit—the result of an idea. And ideas are free. Because of this, the human mind is the greatest profit-maker in the world.

Ideas come to us, the best ones, as the result of an emotion, a strong feeling about something. The high school boy felt strongly about his need for some money. The millionaire was likewise driven by strong emotional feelings.

According to Dr. William Easton, our feelings are the stronger and more common source of creative energy. He said: "Even scientists must be motivated by enthusiasm, devotions, passions; for creative thinking is not a purely intellectual process. On the

contrary, the thinker is dominated by his emotions from the start to the finish of his work."

Brain surgeons are now linking emotions with imagination. Their knives are proving that every brain has a section that can create ideas. It is called the "silent area," since it controls no body movement, and has nothing to do with what we see or hear or physically feel. Back of this area is a lump of tissue called the thalamus. In this lobe are centered our basic emotions. So our emotional center of the brain is next to this "silent area" from which it is believed ideas are created. You can find this story in Alex Osborn's wonderful book, *Applied Imagination*.

What all of this means is that you can get ideas which will solve your emotional needs. You can actually "create" ideas. This gives a human being an enormous amount of power and control over his future. For, while ideas are free and are not limited in number, one idea can get you anything you want.

This particular talk is based partly on the book, *Applied Imagination*, and partly on Earl Nightingale's own experiences. He often uses apt quotations. You may send to his sponsors for reprints of talks, or buy ten reprints from his agent, Greater Metropolitan Sales, Inc., 333 N. Michigan Ave., Chicago, Illinois, for 35c and additional copies for three cents each. And we may all memorize the Gettysburg Address as an example of a three-minute speech.

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Alice Sankey

### *Quotes from the Quotable*

Years of training as a news reporter serve to sharpen the mind to dig out a nugget of truth, beauty, insight or inspiration in what otherwise might be the most prosaic of speeches. Persons quoted often complain that their words were "taken out of context." They don't know how lucky they are. If the reporters took down every word spoken, then if the editors told them they could use only 200 words due to space limitations, the results would be most displeasing to the reader. Many would not go beyond the "An amusing thing happened to me while I was on my way to the banquet hall tonight—."

Fortunately, speeches this writer has listened to within recent years have been anything but dull, possibly because they were made by interesting personalities.

One of the most interesting sessions of speech-making took place when Edith Hamilton, the author of *The Greek Way* and other books pertaining to the ancient culture of the Greeks, received the Constance Lindsay Skinner Award for 1957 presented by the Woman's National Book Association in New York City.

George V. Melos, ambassador from Greece to U.S. said, in part: "We Greeks

have for Miss Edith Hamilton a very tender spot in our hearts. She has during her lifetime, with freshness of mind and soul performed a great feat . . . to perpetuate Greek culture. 'Echoes of Greece,' shall live for many generations to give benefit and precious teaching to the human mind. . . ."

John Mason Brown, author, drama critic, lecturer and Book-of-the-Month-Club editor introduced her, saying it was one of the happiest moments of his life. He said: "She belongs to two ages, but is of no age herself. She didn't have to be a traveler to be a resident and tour into the past.

"The true testing point of any fine book is its quality of self-renewal . . . in any period, Edith Hamilton would be exceptional, in ours unique . . . we who have been denied proper privileges in education can come in contact with what is finest in the human mind . . . learning, knowledge, wisdom—she's unafraid, willing to face the realities of life. She knows and has power to prove the best never dies . . ."

Others were equally admiring in presenting Miss Hamilton, and as a member of the audience, I wondered whether she would accept the honor briefly (she was 91 years old) or attempt to address the group. She not only responded, but gave her listeners something to think about.

She said allowing women a full share in life was something that happened in her lifetime. She recalled that when she insisted on Latin being included in the university

<sup>1</sup>Mrs. Sankey of Racine, Wisconsin, newspaper woman and author, is a member of the Chicago Chapter of the Women's National Book Association.

curriculum at the girls school where she taught, a doctor told her that by virtue of his special knowledge of women's physical make-up, to learn Latin was bad for a girl's physical life. More somberly, she spoke of today.

"We are trying to educate all the young in a nation of 170 million. A magnificent idea, but there is uneasiness in my mind. I don't quite like to think of all those children doing, seeing, thinking the same. Here we can go back to the Greeks with great profit. They were different from us—challenged. We need this challenge. They wanted a nation of educated individuals. . . .

"Millions study before TV, see exactly the same thing, ignoring the differences. What can the result be? A sterilization of mind. As Plato said: 'The deadly commonplace that fetters us all.'

"In Athens, the eyes were on the individual boy who was going to grow up to be the citizen of Athens, fitted to meet life's challenges with sufficient reliance and grace.

"Genius is not found or fostered by mass production. . . . Idealists have tremendous power. . . . Individuals, not copies, not echoes . . . if ever there is to be a great, enduring country."

Last year the award winner was Pearl S. Buck, who was introduced by David L. Lawrence, governor of Pennsylvania, where Miss Buck now resides. Miss Buck was concerned with what she termed a great source of wonderful, partly used power—women. She said today's young women stop using their brains at the end of their sophomore year at the university and start looking for husbands. She said the average girl is engaged at 19, married at 21, has three children by the time she is 26, and when she is 31 they are all in school, leaving her 44 years in which to live.

"We do not excuse a woman because she is a housewife. She has the same responsi-

bilities as a citizen and a human being," she said.

On a worldwide basis, she said "The problems have become so severe they cannot be solved by half of the human race . . . some way must be devised to use the unused potential resource, the American woman. . . ."

On the trail of "quotes," we skip back halfway across the continent to Chicago. The author of books on American folk songs and folklore, Richard Chase, gave an informal talk before a group of book-women (and one or two men) on the subject of the lore of the hills.

"What makes a folk tale, folklore? Why worry whether a song is a folk song. If you like it, sing it. If it's a good tale, tell it . . . never read a folk-tale . . . get it into your head and tell it."

"It takes a thousand years to make a folk song," he said, and referred to the "songs" of the Bible as examples.

"What do you mean by American culture? That of the Spanish-American is richer than ours. The New Orleans French people have traditions older than ours. Culturally speaking, we mean what really has solid value."

Another speaker in Chicago, Dr. Donovan E. Smucker of Lake Forest College who spoke on the reading tastes of the college student today, was asked what he thought about "beatniks."

"We have always had beatniks. He is today's exhibitionist. He is a nonconformist who has a valid protest but likes to parade his protest literally."

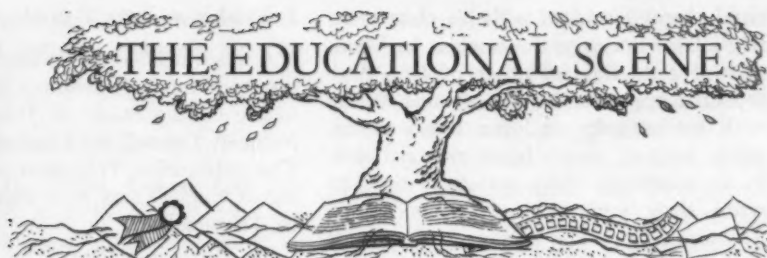
One of the trends Dr. Smucker favors is persuading students to build their own personal libraries, which is made easier with the less-expensive paperback books.

Quoting Everette E. Sentman, Editor in Chief of The United Educators, Inc., Lake

(Continued on page 452)



Dr. Wolfson<sup>1</sup>



### *A Third Approach to the Teaching of Reading*

There seems to be no end to the discussion and experimentation related to methods of teaching reading. This is as it should be, for we have not yet uncovered the complex relationships involved in helping an individual child learn to read.

For the most part the current debate emphasizes two approaches to the teaching of reading: a "basic" reading approach usually with the class organized into achievement groups and an individualized approach. Much has been written about the overlapping characteristics of these two approaches as well as about some crucial and perhaps incompatible differences.

It is worthwhile emphasizing that neither of these two approaches represents a clearly spelled-out "method" utilized by all teachers subscribing to that approach. In fact, even differences in assumptions about what purposes are to be achieved and how children learn may exist among teachers following the same approach. The teacher interprets the reading program in relation to his general assumptions and attitudes about teaching.

An interesting study is being carried out by Dr. R. Van Allen, Director of Curriculum Coordination, Department of Educa-

tion, San Diego County, California. To the two approaches mentioned above this study has added one called a "language experience approach." Two monographs describe the characteristics of each approach and the design of the study being conducted. Other monographs are in preparation.

Although it is probable that readers will have differing interpretations of the first two approaches, this review will discuss only the third. This is described as an approach "which brings reading and the other communication skills together in the instructional program . . . there is no way, or any need, to distinguish between the reading program and the development of listening, speaking, and writing skill." The essential characteristic in this program is the use of the *thinking* of individual children as the basis for reading development.

"As each child matures, he conceptualizes reading in a rationale which might go something like this:

What I can think about, I can talk about.

What I can say, I can write.

What I can write, I can read.

I can read what I can write and what other people can write for me to read."

In implementing this approach reading instruction starts with visual (children's own drawings and paintings) and oral expressions of thought. The teacher records the child's comments on his picture; the

<sup>1</sup>Dr. Wolfson is Associate Professor of Elementary Education at the University of Wisconsin—Milwaukee.



child shares his ideas with his classmates; he dictates stories to the teacher; he listens to the productions of other pupils. "With repeated opportunities for creating stories with teacher-help, children begin to develop 'writing' vocabularies and are able, in an amazingly short period of time, to write their own stories independently." The teacher provides various kinds of aids designed to extend their writing vocabularies (picture dictionaries, word ladders, room labels, etc.). The children's productions become the first major source of reading materials in the classroom.

Dr. Van Allen emphasizes the fact that "the use of all kinds of reading material is necessary for the child to get a balanced program in reading, but the use of self-expression activities is just as necessary for the child to develop his thinking power. By combining the emphases, children live and learn in an environment of real language experience where there is no attempt to make a clear-cut distinction between such facets of communication as reading, writing, speaking, and listening."

Classroom organization involves individual, small group and large group activities as they serve the purposes of thinking and communicating basic to this approach.

Probably the two main impressions one derives from the detailed descriptions in Dr. Van Allen's material are: 1) the emphasis on meaning and clarity of expression as part of the reading program; 2) the motivational power of this approach for children.

(Monograph No. 1—*Report of the Reading Study Project* and Monograph No. 2—*A Description of Three Approaches to the Teaching of Reading* can be obtained without charge from Dr. R. Van Allen, Director of Curriculum Coordination, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego 11, California.)

### *Television and the Teaching of English*

A much needed aid to teachers has been prepared by Neil Postman and the Committee on the Study of Television of the National Council of Teachers of English. This publication, *Television and the Teaching of English*, has been distributed to all NCTE members.

Dr. Postman states: "The ultimate purpose of this book is to contribute toward the 'television education' of our students. The immediate goal of the book is to offer motivation, aid, and confidence to teachers of English who wish to help their students obtain that education."

Part One of this book provides information, vocabulary and a perspective as background for thinking and teaching about television as an educational and cultural medium. Part Two suggests specific methods, materials, and activities from which teachers may select in teaching about television.

*Television and the Teaching of English* should prove a useful source to all teachers in thinking about the relationship between television and education.

This book, in paperback edition, is published by Appleton-Century-Crofts, Inc.

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*Activities in the Language Arts* is a curriculum bulletin with two main purposes: 1) to provide the beginning teacher with a background for the understanding of language, and 2) "to present activities in speaking, listening, observing and writing that the beginning teacher may use to provide real life experiences in language usage for her students." A selected bibliography is included. Order *Curriculum Bulletin* No. 203, Vol. XVI, from H. B. Wood, editor, *Curriculum Bulletin*, School of Education, University of Oregon, Eugene, Oregon, 17 pp., \$.65. A free *Bulletin*, No. 206, pro-

vides an index to the *Curriculum Bulletins* and a list of resource materials for educators.

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#### **Prize Films Based on Children's Books**

Judges at the Third Annual American Film Festival, held in New York City, April 19-21, selected productions based on children's books as the year's outstanding entries in both the Children's Film and Storytelling Filmstrip categories.

The motion picture receiving the Blue Ribbon Award was the screen version of Marie Hall Ets' *In The Forest* (Viking).

The filmstrip award went to a series of four titles: *Curious George Rides A Bike* by H. A. Rey (Houghton Mifflin), *The Five Chinese Brothers* by Claire H. Bishop with illustrations by Kurt Wiese (Coward-McCann), *Jenny's Birthday Book* by Esther Averill (Harper), and *In The Forest*.

Film and filmstrip adaptations were from the Picture Book Parade Series created by Morton Schindel at Weston Woods Studios, Weston, Connecticut. Among the 1961 releases from Weston Woods is the following sound filmstrip set: No. 7, *Time of Wonder, A Tree Is Nice, Chanticleer and the Fox, Finders Keepers*. The records are also available separately. A brochure, *Picture Book Parade, 1961-62*, describes the motion pictures, filmstrips and records produced by Weston Woods, Weston, Connecticut.

#### **Children's Books: Awards and Prizes**

As the number of children's books has grown so has the number of awards and prizes bestowed upon them. Some of these annual awards are given for general excellence, others for outstanding books in certain subject areas.

The Westchester Library System, Mount Vernon, New York, has compiled a list of twenty-five of these awards with a brief

statement as to the history and purpose of each and a list of the books that received it during 1960. To this will be added the titles of books which will receive the awards in the first two months of 1961.

To make this valuable information available to other libraries and the general public, the Children's Book Council has undertaken the printing and distribution of the list in booklet form. It will be available for 50c from the Council, 175 Fifth Avenue, New York 10. (Remittance must accompany the order.)

Annual supplements are also planned. Like the original booklet they will be published early in March. They will carry the new list of winners but they will not carry the history and purpose of the award except in the case of those awards not listed in the booklet. The supplements will be \$.25 each.

The publication date was set for March so that it could coincide with the announcement of the Newbery and Caldecott Medals. Shipment of orders received before March 1st will be made immediately after the announcement on March 13th, and the names of the 1961 medal winners will be included.

**To order:** The booklet may be ordered separately for \$.50 or with a subscription for two supplements (1961-62 and 1962-63) for \$1.00. Be sure to indicate clearly whether you are ordering just the booklet or the booklet and the supplements. Remittance must accompany your order, but please do not send stamps. Your order should be sent to The Children's Book Council, Inc., 175 Fifth Avenue, New York 10.

#### **William Allen White Children's Book Award**

Keith Robertson's *Henry Reed, Inc.* is the 1961 winner. Boys and girls of Kansas in grades four through nine may vote. This

award is sponsored by the William Allen White Library of the Kansas State Teachers College of Emporia.

### *Children's Book Clubs*

#### *Junior Literary Guild*

Here are the selections for September, 1961:

For boys and girls, 5 and 6 years old:

*From This To That* by Keith W. Jennison.

David McKay, \$2.95.

For boys and girls, 7 and 8 years old:

*Roger, the Rosin Back*, by Bernard

Garbutt.

Hastings House, \$2.95.

For boys and girls, 9, 10, and 11 years old:

*Lion at Large* by Richard Parker.

Thomas Nelson, \$2.95.

For girls 12 to 16 years old:

*Saddles for Breakfast* by Janet Randall.

Longmans, Green, \$3.25.

For boys 12 to 16 years old:

*Patrick Henry, Firebrand of the Revolution* by Nardi Reeder Campion.

Little, Brown, \$3.75.

*Weekly Reader* Children's Book Club selections for September, 1961:

Intermediate Division: ("Star Readers")

*Blitz* by Hetty B. Beatty.

Houghton Mifflin.

Primary Division: ("Early Readers")

*Olaf Reads* by Joan Lexau.

Dial Press.

### WINDOWS ON THE WORLD

(Continued from page 448)

Bluff, Ill., we find him defining an encyclopedia.

"Encyclopedia. The encyclopedia serves a purpose entirely different from that of the dictionary. The dictionary describes words; the encyclopedia describes subjects, from aardvarks to zygotes.

"I believe the encyclopedia is the most

poorly named of all books. Instead of these six ponderous Greek syllables, which mean 'to walk around,' we should give a name like 'Adventure Book' or 'Fun with Facts' to our basic tool for finding answers."

Enough quoting from assorted notes.

Don't quote me, but there are those who believe most speeches, other than those of speakers like the foregoing who really had something to say, could be boiled down to a favorite newspaper snub: "Mr. Jones also spoke."

### Convention-goers note:

All reservations at the Friday luncheon at the 1961 NCTE Convention will be \$4.00.



Mabel F. Altstetter



### Biography

#### *Francis Drake: Sailor of the Unknown Seas.*

By Ronald Syme. Illustrated by William Stobbs. Morrow, 1961. \$2.75. (8-12)

Here is high adventure in a biography of Sir Francis Drake, pirate, seafarer and adventurer. From his boyhood in Plymouth to the victory over the Spanish Armada, the story is full of action and excitement. Clean, clear format makes this book easy to read. It will challenge, older reluctant readers. C

*Louis Agassiz.* By Louise Hall Tharp. Illustrated by Raffaello Busoni. Little, Brown, 1961. \$3.75. (12-16)

The Swiss boy who questioned, explored, dreamed, became the inquiring naturalist, enthusiastic collector, inspired teacher and great museum director. This is the story of one of the great scholars of Harvard Uni-

versity. It is told with insight and understanding of good biography for young people. C

*Patrick Henry: Firebrand of the Revolution.* By Nardi Reeder Campion, Illustrated by Victor Mays. Little, Brown, 1961. \$3.75. (12-16)

One of eleven children, young Pat gave every evidence of becoming a lovable ne'er-do-well with a golden tongue. But Pat became the eagle who soared to great heights as lawyer, legislator, captain, commander-in-chief of Virginia's revolutionary forces and five times governor of Virginia. That Patrick Henry was a man of his times—and a great patriot—is the theme of this biography. C

#### *Builder of Israel: The Story of Ben-Gurion.*

By Robert St. John. Photographs by Israel Office of Information. Doubleday, 1961. \$2.95 (10-15)

Kettering has said that nothing ever rose to touch the skies that some man did not dream it, some knew that it could be done and some willed that it must be done. Ben-Gurion is the great, modern statesman who has brought the dream of a new Israel to reality. The personal magnetism of Ben-Gurion is revealed in this biography of a man of stature. C



Muriel Crosby

*The Quest of Michael Faraday.* By Tad Harvey. Illustrated by Lee J. Ames. Doubleday, 1961. \$2.50. (12-16)

Faraday, the nineteenth century Englishman, was a man ahead of his times. He possessed the creative intelligence, the imagination and the daring to lay the foundation for the modern age of electricity. Patience, the passion for truth, the curiosity of the true creator were characteristics of the great scientist and the book portrays them well. C

### Social Studies

*Trappers and Mountain Men.* By Evan Jones and the Editors of *American Heritage*. American Heritage Junior Library. Golden Press, 1961. \$3.50; Library Binding \$3.79. (10-16)

The tall beaver hat, a high fashion for 400 years, spurred the search for beaver and in so doing shaped the history of the American Continent. The trappers and explorers of the wilderness of the New World in their search for furs, made possible, through their success in the fur trade, numerous voyages of discovery and the exploration and the founding of the American colonies. This newest of the Heritage series reflects the scholarship, the quality of writing and production associated with fine books. From this period pictures, some 168 of them, add greatly to the value of the book. C

*The Story of Africa: South of the Sahara.* By Katharine Savage. Illustrated with photographs and maps. Walck, 1961. \$4.00. (12-16)

This timely and much-needed book, presents Africa, its past and present. Violent contrasts in physical geography, in wealth and poverty, in hope and despair,

are presented. How modern Africa came to be, its early explorations and exploitations, the factors conditioning the life of its people, provide a factual, comprehensive picture of part of a great continent. The well-informed young reader alert to current world problems, will find this book stimulating reading. C

*The Maya.* By Sonia Bleeker. Illustrated by Kisa N. Sasaki. Morrow, 1961. \$2.75. (9-12)

Today, over two million Mayan Indians live peacefully and quietly in the ancient homes in Central America. Their past is a glorious one whose complex civilization continues to intrigue modern peoples. The wealth, pageantry, artistic and scientific achievements of these early peoples stirs the imagination. Here is a book that exemplifies the "truth is stranger than fiction" concept. C

### Science

*Underwater Zoos.* By Millicent E. Selsam. Illustrated by Kathleen Elgin. Morrow, 1961. \$2.75. (8-12)

This intriguing title introduces the reader to the pleasures and profits of preparing and maintaining an aquarium. A puffer that blows up like a balloon, a starfish that grows a new arm when it loses one, the hermit crab clown are among the wonders of aquarium life. Along with instructions are included in interesting fashion the scientific principles underlying this fascinating hobby. C

*The Universe.* By Herbert S. Zim. Illustrated by Gustav Schrotter. Morrow, 1961. \$2.75. (8-12)

The immensity of the universe is conveyed in this delightful book by an author



and scientist of real stature. In simple style and easy format, the wonders of the universe are presented in a manner certain to stir the imagination and whet the interest of children.

C

*Animal Baggage.* By George F. Mason. Illustrated by the author. Morrow, 1961. \$2.50. (10-14)

This book conveys some of the astounding facts of nature which makes "truth sometimes stranger than fiction." Did you know that the hermit crab carries an abandoned snail shell wherever it goes? And that a single earthworm is responsible for adding what is estimated at about three-fourths of a pound of earth to the topsoil each year? The nautilus, the honey bee, the manatee, the kangaroo, the house cat and many other animals, birds, reptiles and insects have surprises in store for the young reader.

C

*The Amazing World of Medicine.* Edited by Helen Wright and Samuel Rapport. Harper, 1961. \$3.50. (12-16)

Stories of the great discoverers in medicine—Harvey, Pasteur, Lister, Fleming and others constitute chapters written by outstanding medical writers. From the primitive witch doctor to the daring exploits of space medicine researchers, a fascinating story of man's conquering of forces which prolong and improve human life is told.

C

*Animal Signs and Signals.* By Ted S. Pettit. Illustrated by G. Don Ray. Doubleday, 1961. \$2.95. (8-12)

The wonders of sounds and songs, scent and sight signals, tracks and trails, homes and other exciting phenomena are explored. Delightful pictures in color interpret the text.

C

## Fiction

*Return to Gone-away.* By Elizabeth Enright. Harcourt, 1961. \$3.25. (8-12)

The readers who remember *Gone-Away Lake* will welcome a renewed acquaintance with the area and the Blake family. The activities of the current book center around an abandoned mansion whose owner had perished in the San Francisco fire. The Blakes purchased it at a great bargain and set about restoring it with the help of local workmen and neighbors. There is a touch of mystery, humor, good family relationships and wholesome situations. As always, the author writes with great skill in characterization and movement.

A

*The World for Jason.* By Margaret Vance. Dutton, 1961. \$2.95. (9-12)

Mrs. Vance's deft writing and understanding of human relationships are at their best in her latest book. Jason's father, an aerialist with a famous circus, is determined that his son follow in his footsteps, but Jason wanted only to be a musician. Misunderstandings placed barriers between the two and years passed before they came to know the truth of an old circus hand's statement that "We cannot all live in the same room in this house of life, but we can live happily in the house if we try to understand one another."

The reader lives in the world of the circus and the world of music as he follows the struggles of Jason. There is much of value that comes from watching the conflict between father and son and the final resolving of this conflict.

A

*Roderick.* By Harry Behn. Illustrated by Mel Silverman. Harcourt, 1961. \$2.75. (8-12)

"There was something about Roderick that was different from other crows." This

difference and its effect on a flock of crows is told with rare humor and insight by a distinguished poet whose love of nature, and of crows, makes a delightful tale. We follow the flock through the vicissitudes of wrong leadership, reckless daring and sudden homelessness to a solution by the unpopular Roderick whose hearing was so keen he could locate a crowless wood and nearby a lonely farmer who wanted crows for company. The black and white illustrations are full of action and perfect for the story.

A

*Lion at Large.* By Richard Parker. Illustrated by Kurt Werth. Nelson, 1961. \$2.95. (7-12)

Children who have been criticized for telling tales of great imagination will take this story to their hearts. Unfortunately for Ingrid and Barry, when they saw a real lion no one believed them. Their troubles and final vindication make an exciting story.

A

*Disaster, Disaster, Disaster.* Edited by Douglas Newton. Watts, 1961. \$2.95. (12)

This collection of true stories has a subtitle, "Catastrophes which Changed Laws." The reader follows the horrors of disaster through nineteen dreadful chapters in American history from the Chicago Fire in 1871 to the collision of two great airliners over Grand Canyon in 1956. The villains are inertia, optimism and greed. In our enlightened age we know enough to prevent many tragedies but it takes a major catastrophe to arouse the public conscience to demand reform. The dead and the bereaved cannot be comforted but there is hopeful progress in the conquering of catastrophe because of needless disaster.

The accounts are not pleasant but read-

ing them may help young people understand the importance of prevention.

A

### Folklore

*Elves and Elfolk.* By Natalia M. Belting. Illustrated by Gordon Laite. Holt, 1961. \$3.00 (9-12)

Many people may think of belief in Little Folk as peculiar to Ireland but Miss Belting assures us that they are everywhere and gives us tales from fifteen countries to prove it. There are stories of good elves and wicked elves but only a few can see them. They like to work and they do fabulous things for human beings or they punish selfishness and greed.

The narration is smooth and the style crisp with no excess of words.

A

*The Complete Fairy Tales of Oscar Wilde.* By Oscar Wilde. Illustrated by Charles Mozley. Watts, 1961. \$4.95. (All ages)

The nine long tales of Oscar Wilde are here published together from two collections, "The Happy Prince and Other Tales" (1888) and "A House of Pomegranates" (1891). This is a beautiful book—binding, endpapers, illustrations, paper and print. The stories will appeal to thoughtful children and adults. The exquisite style is Wilde at his best and the book deserves a place in every library.

A

*Toontoony Pie.* By Ashraf Siddiqui and Marilyn Lerch. Illustrated by Jan Fairervis. World, 1961. \$3.50 (8-12)

Twenty-two stories from the new country of Pakistan are retold in this book. Although the country is new, the tales are very old and many of them antedate the Christian Era. Because of many invasions, the tales partake of the color of many times

and many peoples. Scholars of folklore recognize the importance of the Indo-Pakistan folklore as a source of folktales of many European countries. There is a ring of the familiar about many of the stories. Many of the stories are humorous and birds and animals play an important part in them.

There is much of fundamental value in having children become acquainted with a wide variety of folklore. They can readily see some of the common factors in the lives of people the world over. A

*Hero Tales from Many Lands.* By Alice I. Hazeltine. Illustrated by Gordon Laite. Abingdon, 1961. \$5.95. (All ages)

This collection by a well-known anthologist fills a real need. Stories of courage and high ideals from the ends of the earth are retold by famous writers and the quality of the ancient story teller is preserved while today's child finds the style suitable for his understanding.

The book is a veritable treasure house and there is much that will stimulate children to further reading. A list at the back of the book provides a guide to such enrichment. A glossary of terms at the end of the book is helpful in pronunciation and definition. Full page color and smaller black and white illustrations add value to the book. A

#### Miscellaneous

*The New Book of Days.* By Eleanor Farjeon. Illustrated by Philip Gough and M. W. Hawes. Walck, 1961. \$4.50. (All ages)

There is a kind of crazy quilt effect in this book but it all adds up to a delightful collection of poems, fables, legends, bits of history, real personalities, and traditions. Every day of the year has its own treasures—sometimes only one and sometimes many.

"My choice has fallen where it pleased me most," writes Miss Farjeon in the foreword. She expresses the hope that she has provided many things to pique the reader into further exploration for as she explains, "A moment of interest may create a lifetime of curiosity." The poems are her own. The book can provide a storehouse of treasure if children (and adults) pursue further the tantalizing bits that fit together so beautifully. This book is the first American edition. The English edition was published in 1941. A

*I Met a Man.* By John Ciardi. Illustrated by Robert Osborn. Harcourt, 1961. \$2.75. (Beginning readers)

The author, a well-known poet and critic tells in the foreword that he wrote the thirty-one poems in this distinguished book as a special pleasure for his daughter who was learning to read. While the poems are built around the basic word lists, there is none of the woodenness of contrived writing found in most books for the beginning reader. Rhyme and pattern, riddles and puns, twists of words that provide surprises are abundant. Above all, reward of pleasure in the poetry itself and the sense of accomplishment give the book special value. There is the reaching out for new words as well as new experiences. The poems are delightful in their own right. A

*Take a Number.* By Jeanne Bendick and Marcia Levin. Illustrated by Jeanne Bendick. Whittlesy, 1961. \$2.50. (10)

New ideas plus imagination equal more fun say the authors and the book proves it. Beginning with an exciting history of numbers the book advances through bases for the numbers we use, through the binary system and computers to special numbers and fun with numbers. Only a very dull

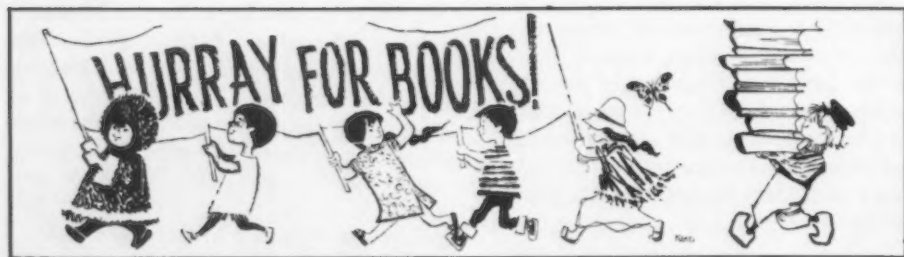
child could not respond to the excitement of the book. Numbers and their relation to ideas stand out clearly. Clever drawings add to the mind-stretching with new ideas about numbers. A

*Stories from the Bible.* By Walter de la Mare. Illustrated by Edward Ardizzone. Knopf, 1961. \$4.95 (All ages)

A famous English poet who died in 1956, retold thirty-four stories from the first nine books of the Old Testament. He said in the Preface that "A remembrance of what the originals in the Bible meant to me when I was a child is still fresh and vivid in my mind, and these renderings are little more

than an attempt to put that remembrance as completely as I can into words." Only a poet could retell the stories so magnificently. "Words," said Walter de la Mare, "in their influence are subtle and delicate beyond all things known to man," and he strove to keep the dignity and beauty of the King James version while eliminating some of the repetitions and obscurities. He has not fallen into the trap of oversimplification as many have for he believed that no word is long or hard when one knows the meaning of it.

This is a beautiful example of the book-maker's art. The black and white drawings are right for the stories. A



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am Princess Jane  
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a princess doesn't ride on the bus,  
so I have my magic balloon fly me  
over the rooftops.

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that I can grab a piece of cotton candy  
(which is really a cloud)  
— but not very often.

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the very first thing we have in our school is

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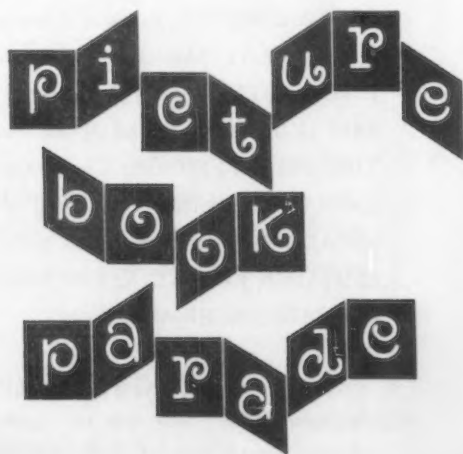
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Grades 2-8

Don Wolfe and coauthors

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WHAT AM I?

They chose me from my brothers: "That's the  
Nicest one," they said,  
And they carved me out a face and put a  
Candle in my head;

And they set me on the doorstep,  
Oh, the night was dark and wild;  
But when they lit the candle, then I  
Smiled!

Dorothy Aldis

From *Enjoying English 4*

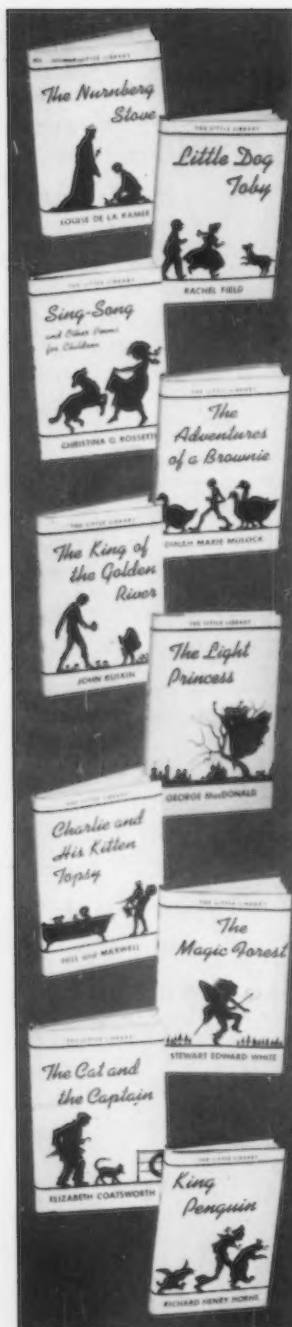
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